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ABSTRACT

Researchers examined a national sample of 7th-12th grade teachers and students regarding their perceptions of students' daily life at school, home, and the community. Topics included attitudes regarding school, time spent on homework, health habits, and communication among students, teachers, and parents. Results noted relationships among students' lives at school, home, and the community. Low-achieving students were less likely than high-achieving students to: participate in sports, art, or music; eat breakfast; exercise; but more likely to be low income. They were also less likely than high-achieving students to describe their lives as extremely or very happy. Low-income students were less likely to feel very or extremely successful or happy or to participate in activities outside of school. Teachers in predominantly minority or low-income schools were least likely to think their students worried a great deal about doing well in school and most likely to feel their students were only doing enough work to get by. However, minority students were more likely than whites to worry about doing well in school. Most teachers believed that participating in sports, art, and music or in the community helped students succeed in school. Students' school life was affected by home factors (eating and sleeping habits and relationships with parents). (SM)

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ED 471 707

The MetLife Survey of

THE AMERICAN TEACHER 2002

Student Life: School, Home and Community

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Since 1984, MetLife has conducted this series of surveys that bring the views and voices of those closest to the classroom to the attention of policymakers and the public. Conducted by Harris Interactive, survey topics have changed to address key issues over the years—from reform to violence—but the premise remains the same: to give voice to teachers and others most familiar with classroom realities and most affected by education reform. **The following is a list of the surveys in the series to date.**

- **The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools** explores how teachers, principals and students evaluate their own school on key measures of an effective school environment, such as: teacher quality, school building conditions, standards and expectations and relationships between key groups.
- **The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students for the 21st Century?** examines teachers', students', and parents' views on where students are headed and how prepared they will be to reach their future goals.
- **The Metropolitan Life Survey of the American Teacher, 1999: Violence In America's Public Schools—Five Years Later** revisits issues addressed in the 1993 study, and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.
- **The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships—Views of Teachers and Students** revisits issues addressed in the 1987 survey and compares and contrasts current teacher opinions on parental involvement in education with those from a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education.
- **The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools** examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.
- **The Metropolitan Life Survey of the American Teacher, 1996: Students Voice Their Opinions on—**
  - ***Violence, Social Tension and Equality Among Teens—Part I,*** is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of print)
  - ***Their Education, Teachers and Schools—Part II,*** provides students' views on their education and where improvements are most needed. (Out of print)
  - ***Learning About Values and Principles in School—Part III,*** gives the education community a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom. (Out of print)
  - ***Learning About Multiculturalism—Part IV,*** assesses students' opinions and interests about multicultural topics and provides an important and encouraging message to educators about the likely benefits if multiculturalism is given greater attention in the schools. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1984-1995: Old Problems, New Challenges** revisits concerns addressed in our first survey, in an attempt to find out whether the educational system has changed after years of intensive reform efforts. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1994: Violence in America's Public Schools—The Family Perspective** examines the contrasting views of parents and students about what goes on in and around the school building. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools** illustrates the concerns across the country of teachers, students and law enforcement officers about the increasing violence and fears of violence in their schools. (Executive summary available)
- **The Metropolitan Life Survey of the American Teacher, 1993: Teachers Respond to President Clinton's Education Proposals** provides valuable insight into what teachers believe needs to be done to make our schools safe and productive places for learning. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1992: The Second Year—New Teachers' Expectations and Ideals** revisits the new teachers after completing two years of teaching in America's classrooms. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1991: The First Year—New Teachers' Expectations and Ideals** returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1990: New Teachers—Expectations and Ideals, Entering the Classroom** examines the views of first-time teachers entering the classroom in the fall of 1990. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s** looks back at the changes in education through the 1980's and looks ahead to the changes teachers say would improve education. (Out of print)

(Continued on inside back cover)

The MetLife Survey of

THE AMERICAN TEACHER 2002

Student Life: School, Home & Community

A SURVEY OF TEACHERS AND STUDENTS

Conducted For:

MetLife, Inc.

Field Dates:
Teachers: March 14, 2002 to April 9, 2002
Students: March 7, 2002 to April 19, 2002

Project Directors:
Dana Markow, Ph.D., Director
Marc Scheer, Ph.D., Research Associate

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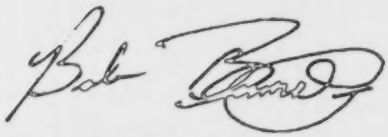
Message from MetLife®

In 1984, for the first time, we asked Louis Harris & Associates, Inc. (now Harris Interactive Inc.) to survey teachers about their opinions on teaching and learning. This year's survey: *Student Life—School, Home & Community* is the nineteenth survey in what has become an annual series.

We conduct this survey every year because we believe that the best way to improve education is to listen to teachers. Teachers, students and others close to young people and the classroom give us a window into school life. They know what works and where improvements can be made for better teaching and learning.

This year our survey focuses on student life — at home, at school and in the community. Today's students are tomorrow's business, community and school leaders. To help students become productive citizens, we must support their learning and development, in school and beyond. To find out more about students' lives today, we asked teachers and students their opinions on issues such as whether students get enough sleep and exercise, what students worry about, whether students participate in activities outside the school day and what parents know about their children's lives.

These findings will help parents, teachers and community organizations equip young people with the skills and habits they need as they leave school and take their place in the world.



Robert H. Benmosche
Chairman of the Board and Chief Executive Officer
MetLife, Inc.

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INTRODUCTION

Harris Interactive Inc.® conducted *The MetLife Survey of the American Teacher, 2002: Student Life – School, Home & Community* on behalf of MetLife. Previous reports in the series have explored topics ranging from violence in the schools to family-school relationships to new teachers to gender issues. Past surveys are referenced in this document under the title *MetLife Survey of the American Teacher;* however, the official title of surveys in the series prior to the year 2001 was *Metropolitan Life Survey of the American Teacher.* The current study examines teachers' and students' perspectives on the daily life of students at school, in the community and at home. Public school students in grades 7 through 12, and public school teachers in grades 7 through 12 participated in the 2002 survey. Findings from the 2000 and 2001 surveys indicated that older students feel more alienated from school and more distant from the adults in their lives. To further explore these troubling findings, this year's survey focuses exclusively on secondary school students and their teachers. These warning signs merited a closer look at the lives of secondary school students. Topics in this survey include attitudes regarding school; time spent on schoolwork; communication among students, teachers, and parents; and student health habits.

Survey Method

A nationally representative sample of 2308 public school students in grades 7 through 12 were interviewed. A total of 878 students were surveyed during an English class using a self-administered questionnaire, and a total of 1430 students were interviewed online using a self-administered questionnaire. Interviews averaged 15 minutes in length and were conducted between March 7, 2002 and April 19, 2002.

A nationally representative sample of 1111 public school teachers in grades 7 – 12 were interviewed. A total of 506 teachers were interviewed by telephone, and a total of 605 teachers were interviewed online. Interviews of teachers averaged 15 minutes in length and were conducted between March 14, 2002 and April 9, 2002. Telephone interviews were conducted from Harris's facilities in Rochester, New York.

Detailed methodologies of the student survey and the teacher survey appear in Appendix A. Both survey questionnaires, including the total responses to each question, appear in Appendix B.

A Note on Reading the Exhibits and Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Dana Markow, Ph.D., Research Director; and Marc Scheer, Ph.D., Research Associate. Harris Interactive Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Harris Interactive Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY

For the past 19 years, *The MetLife Survey of the American Teacher* has examined issues related to education from the perspectives of teachers, students, parents and others involved in school life. Previous reports in the series have explored topics ranging from violence in schools to family-school relationships to new teachers to gender issues. Underlying all of the surveys is an implicit recognition that education does not occur in a vacuum. Children's learning extends beyond the classroom, and a number of factors and forces influence their success in school and in life. *The MetLife Survey of the American Teacher, 2002* looks at the factors and forces at work in students' lives at school, in the community and at home.

Connections Among Student Life at School, in the Community and at Home

Students' school, community and home lives are related in many ways. For example, "D" and "F" students are more likely than "A" students to rarely visit a library or participate in activities such as sports, art or music. "D" and "F" students are also more likely than "A" students to: never eat breakfast; get less than 7 hours of sleep; never exercise; report that their parents do not know about important aspects of their lives; experience problems with their family. "D" and "F" students are less likely than "A" students to describe their life at home or their life in the community as extremely or very happy.

"D" and "F" students are also more likely to come from low-income families. Family income level is related to several areas of students' lives. Students from low-income families are **less** likely than other students: to feel very or extremely successful; to describe their life in school as extremely or very happy; and to have opportunities to participate or to actually participate in activities outside of school. Students from low-income families are **more** likely than others: to consider dropping out of school; to not have a quiet place to do their homework; and to report that their parents do not know about important aspects of their lives.

School Life

About half of students feel extremely or very successful in school. For students, feeling successful and earning high grades are closely related. They are most likely to say they know they have learned a lot in school by the grades they receive. In addition, students who get A's are **fifteen times** as likely as students who get D's and F's to feel extremely or very successful at school, and nearly three times as likely to feel extremely or very successful as a person. "A" students are also four times as likely as those who get D's and F's to describe their school life as extremely or very happy, and twice as likely to feel that their school is preparing them extremely well to know how to learn.

When rating their schools in regard to how well they are preparing students to go to college, get good jobs, know how to learn, be good citizens and get along with others, neither students nor teachers, on average, give their schools high marks. Despite the low marks in those areas, nearly nine in ten teachers strongly agree that

their students need a high school diploma to be successful in life. Only fifteen percent of teachers feel comparably about a college degree.

Teachers' perceptions of students are also examined in this year's survey. Teachers in schools with more than two-thirds low-income or minority students are least likely to report that their students worry a great deal about doing well in school, and most likely to report that their students are only doing enough work to get by. However, minority students are more likely than White students to worry about doing well in school. Students overall worry more about doing well in school than they do about being safe at school, traveling to and from school or being liked by their peers. Few students strongly agree that teachers: think about students as individuals and not as part of some group; respect all students and know a lot about the community or neighborhood. Teachers' opinions are similar: few teachers strongly agree that teachers in their school respect all students, and less than half of teachers strongly agree that teachers in their school think about students as individuals, and not as part of some group.

Dropping out of school is a major barrier to student success. Five percent of 15–24 year-olds have dropped out of school.[1] However, many more students have considered dropping out of school. Twenty percent of secondary school students have thought about dropping out of school. Eight in ten students who consider dropping out have **not** spoken with a teacher about their options. Furthermore, students who have thought about dropping out are more likely than those who have not considered dropping out to have already skipped school because school was boring, they did not complete an assignment or they did not feel ready to take a test. In addition, one-third of students have skipped school due to family responsibilities. White students, female students, students in suburban/rural schools and those whose parents have no more than a high school education are the students who are most likely to have considered dropping out.

Community Life

Seven in ten teachers believe that participating in activities such as sports, art drama and music helps students do well in school. Similar numbers of teachers believe that helping in the community helps students with school success. In contrast, seven in ten teachers believe that working for pay interferes with students' doing well in school, and half of teachers believe that hanging out with friends also interferes with school success. On a typical school day, a majority of students participate in activities, such as sports, dance and music programs, school or homework programs or drama programs. About half of students who participate in activities believe that their participation helps them do well in school. Students who get high grades are more likely than those who are failing or nearly failing to participate in activities. Students report that they have more opportunities to participate in sports activities than in dance, music, drama, schoolwork or art activities.

[1] *National Center for Education Statistics, 1999*

Overall, just over one-third of students describe life in their neighborhood as extremely or very happy. Less than one-third of Black or Hispanic students and less than one-quarter of "D and "F" students describe life in their neighborhood this way. Similarly, low-income students are less likely to have a happy neighborhood life than high-income students.

Home Life

Students' school life is affected by their habits at home, such as their eating and sleeping patterns. Half of students very often or often feel tired during class, with twelve percent frequently falling asleep in class. The recommended amount of sleep for teens is a minimum of 8.5 hours each night.[2] However, teens report that they typically get 7 hours of sleep on a school night and one-third of secondary school students get less than seven hours of sleep. Furthermore, two-thirds of students think they do not get enough sleep. Students who get D's and F's are more likely than "A" students to sleep less than seven hours on a school night and students who report needing more sleep are more likely to have considered dropping out of school than those who say that they get enough sleep. "D" and "F" students are twice as likely as "A" students to never eat breakfast.

Past surveys have shown relationships between students' academic performance and behavior in school and their home life. This year's survey looks at students' relationships with their parents. The majority of students say that they eat a meal with their parents five days per week or more, although one in eleven students says that they never eat a meal with their parents. In addition, students report that they spend, on average, 1.5 hours alone at home each day, and more than half of students wish they could spend more time with their parents. Finally, students report that that their parents are more likely to know how they are doing in school than to know what is important to them or what they worry about.

Conclusion

The *MetLife Survey of the American Teacher, 2002* reveals **relationships** among students' lives at school, in the community and at home. Educators, families and communities all have roles and responsibilities in supporting student learning and development. Important issues that surface throughout the survey suggest areas for cooperation and collaboration among schools, families and community organizations.

[2] *National Sleep Foundation, 2002*

MAJOR FINDINGS

I. Factors Associated With Student Success

Students who receive higher grades are happier in school, at home and in their community. Although students are happier at home than they are at school or in the community, happiness at home is not universal.

- Slightly more than half of students (55%) describe their home and family life as extremely or very happy. Boys are more likely than girls to be extremely or very happy at home (60% vs. 50%).
- Four in ten students (37%) describe life in their neighborhood as extremely or very happy.
- One-third of students (33%) describe their school life as extremely or very happy.
- Students who get A's in school are more likely than those who get D's and F's to describe their life at home (58% vs. 31%), in the neighborhood (39% vs. 23%), and at school (40% vs. 10%) as extremely or very happy.

Students who receive higher grades eat breakfast more frequently and are not as distracted by hunger during class. Many students do not eat breakfast regularly or have lunch periods at the right time for them, and sizable minorities of teachers and students believe that students frequently are too hungry to be able to concentrate in class.

- Students who get A's in school are more likely than those who get D's and F's to eat breakfast four or more days a week (56% vs. 39%).
- Students who get A's are less likely than those who get D's and F's to very often or often be too hungry to pay attention in class (13% vs. 22%).
- Four in ten students (39%) only eat breakfast two days a week or less.
- One-third of students (34%) feel that their lunch period is not scheduled at the right time.
- Three in ten teachers (29%) believe that their students' lunch periods are not at the right time.
- Three in ten teachers (30%) report that their students very often or often have difficulty concentrating, and one in ten teachers (10%) attribute students' frequent concentration problems to hunger.
- One in eight students (16%) very often or often are too hungry to be able to concentrate in class.

Lack of sleep associated with lack of school advancement.

- Students who get D's and F's are more likely than those who get A's to sleep less than seven hours on a school night (43% vs. 33%).
- Students who get D's and F's are more likely than those who get A's to fall asleep during class (27% vs. 10%).

Participation in activities is part of students' busy schedules, and is seen by teachers and students as important to school success."

- On a typical school day, seven in ten students (71%) spend time participating in activities such as clubs, sports, music, art or other groups or programs. Those who participate in such activities usually spend 2 hours doing them on a typical school day.
- Students are also typically spending 7 hours in school, 2 hours hanging out with friends and 1.5 hours doing homework or studying.
- One-third of students (35%) do work for pay on a typical school day.
- Seven in ten teachers (72%) believe that participation in activities helps students do well in school.
- Half of students who do activities (48%) believe that participating in them helps them do well in school.
- Students who get A's in school are more likely than those who get D's and F's to participate in sports (56% vs. 26%), dance and music programs (30% vs. 8%) and drama programs (15% vs. 3%).

"A" students are much more likely than "D" and "F" students to both read for fun at least a few times a week (46% vs. 17%), and wish they had more time to read for fun (41% vs. 25%).

II. Teachers' Experience and Relationships With Students

Students and teachers see room for improvement in student-teacher communication.

- Four in ten teachers (44%) strongly agree that teachers in their school think about students as individuals, and not as part of some group.
- Four in ten teachers (42%) strongly agree that they are able to teach to their students' individual strengths and weaknesses.
- One-quarter of teachers (24%) strongly agree that they know what's going on in their students' lives outside of school.
- Two in ten teachers (22%) report that they very often have one-on-one conversations with students about their interests and talents.
- Fifteen percent of teachers report that they speak very often with students about their worries.

Teachers in schools with more than two-thirds minority students are less likely than those with few minority students to report that teachers in their school:

- Know a lot about the surrounding community (34% vs. 56%);
- Think of students as individuals (34% vs. 49%);
- Respect all students (23% vs. 37%); and
- Are interested in what's best for all students (46% vs. 54%).

33Teachers in schools with more than two-thirds low-income students are less likely than those with few low-income students to believe that their school is preparing students extremely well (an "A") for the following:

- To go to college (19% vs. 37%);
- Get a good job (7% vs. 20%); and
- Know how to learn (13% vs. 23%).

New teachers report more challenges than more experienced teachers regarding students' classroom behavior.

Teachers with five or fewer years of experience are more likely than those with more than 25 years of experience to report having students very often or often experience the following:

- Have difficulty concentrating (38% vs. 23%);
- Daydream (33% vs. 18%);
- Be irritable or in bad moods (27% vs. 14%);
- Fall asleep in class (22% vs. 12%); and
- Be too hungry to concentrate (16% vs. 7%).

III. Teenagers Want and Need More Sleep

One-third of secondary students get less than seven hours of sleep on a typical school night.

- Teens typically sleep seven hours on a school night – 1.5 hours less than the recommended amount of sleep for teens, according to the National Sleep Foundation.
- One in eight (12%) sleep less than six hours on a school night.

Two-thirds of students think they do not get enough sleep.

- Senior high students are more likely than junior high students to feel sleep-deprived (73% vs. 57%).
- Girls are more likely than boys to feel sleep-deprived (71% vs. 57%).
- Students who feel they get enough sleep typically sleep eight hours a night. Those who feel sleep-deprived typically sleep seven hours a night.

Students who feel sleep-deprived have more problems concentrating in class.

Sleep-deprived students are more likely than others to experience the following:

- Feel tired in class (64% vs. 34%);
- Daydream in class (48% vs. 31%);
- Have difficulty paying attention in class (34% vs. 16%); and
- Fall asleep during class (15% vs. 7%).

Students who feel sleep-deprived more often skip class or school.

Students who feel they do not get enough sleep are more likely than those who feel they get enough sleep to skip class because of the following reasons:

- School was boring (43% vs. 28%);
- They had family responsibilities (36% vs. 26%);
- They did not complete an assignment (35% vs. 21%); and
- They did not feel ready to take a test (29% vs. 16%).

IV. Many Students Consider Dropping Out of School and Don't Consult Their Teachers About Their Options

One in five secondary school students has considered dropping out of school – nearly twice teachers' estimates.

- One in five 7th – 12th graders (20%) have thought about dropping out of school.
- Six in ten students who get D's & F's (57%) have considered dropping out.
- On average, teachers believe that 12.7% of their students have considered dropping out.
- Eight in ten students who have considered dropping out (82%) have not talked to a teacher about their plans.

Students mainly consider dropping out because they are not engaged by the school.

Students are most likely to cite the following reasons for considering dropping out:

- School was boring (76%); and
- They were not learning enough (42%).

Students who think about leaving school permanently have already begun skipping school occasionally.

Students who have considered dropping out have skipped class or school for the following reasons:

- School was boring (63%);
- They did not complete an assignment (47%); and
- They did not feel ready to take a test (43%).

V. Reading for Fun and for School

Four in ten students read for fun at least a few times a week – more than three times as many as visit a library that often.

- Four in ten students (38%) read for fun at least a few times a week.
- One in nine students (11%) visit a library at least a few times a week.
- Half of students (49%) visit a library a few times a year or never.

Many students wish they had more time for reading for fun.

- Four in ten students (37%) wish they had more time for reading for fun.
- Older students are less likely than younger students to be reading for fun at least a few times a week (35% vs. 40%) and more likely than younger students to wish they had more time for reading for fun (41% vs. 33%).
- However, girls are more likely than boys to wish they had more time for pleasure reading (44% vs. 30%). Girls are also more likely than boys to already read for fun at least a few times a week (40% vs. 35%).

Few students believe that their reading level prevents them from completing their work, but teachers disagree.

- Only six percent of students strongly agree that they don't read as well as they need to do their schoolwork.
- Teachers estimate that, on average, 30% of their students read below grade level.
- Teachers in schools with more than two-thirds low-income or minority students report that 50% of their students read below grade level.

SECTION I:
THE SCHOOL

CHAPTER 1

SCHOOL AND SUCCESS

STUDENTS AND TEACHERS SPEAK OUT

What can schools do?

According to students...

"My teachers or my school should invent fun stuff for us to help us be successful in school."

(12th grade girl)

~

"[Teachers or school] can't really do much, it's pretty much up to me to be a success or failure."

(11th grade girl)

According to teachers...

"Provide [students] with a variety of ways to demonstrate success depending on their individual abilities."

(Teacher in urban school)

~

"Have the rules, discipline, and rewards stated so the students know what is expected of them!"

(Teacher in small town school)

~

"Offer after school programs, Saturday school, mentoring programs, and peer mediation programs."

(Teacher in suburban school)

Overview

A natural starting point for an examination of the influence of home and community on school success is the issue of school success itself. How successful do students feel? How do their feelings of success in school differ from their feelings of success as a person overall? Which students feel most successful? How well do students and teachers believe schools are preparing students for future success?

About half of students feel that they are extremely or very successful in school. Girls, students who are getting A's, and higher income students (parent has at least a college degree) feel more successful in school. Although nine in ten teachers strongly believe that a high school diploma is necessary for success in life, neither teachers nor students give their schools A's in preparing them in such key areas as knowing how to learn, going to college or getting a good job.

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Feelings of Success in School

Most students feel that they are at least somewhat successful in school. Nearly two in ten students (17%) feel that they are extremely successful in school, while one-third (35%) feel very successful and an additional one-third (36%) feel somewhat successful. Students' feelings of success at school are still less than their feelings of success as a person in general. Six in ten students (63%) feel extremely or very successful as a person, compared to half of students (53%) who experience this level of success in school. (Exhibit 1.1)

Older secondary school students are as likely as younger secondary school students to feel successful in school, and older students are as likely as younger students to feel successful as a person. However, feelings of success do differ by gender and grades earned. Girls are more likely than boys to feel successful at school (55% vs. 50%). In contrast, boys are more likely than girls to feel successful as a person (65% vs. 60%). Students' ratings of success in school and as a person closely follow the grades they report receiving in school. Students earning A's are more likely than those earning B's and C's or D's and F's to feel successful in school (76% vs. 19% vs. 5%) and also as a person (71% vs. 57% vs. 26%). Note that only one-quarter (26%) of students who are doing poorly or failing in school feel extremely or very successful as a person. (Exhibit 1.2)

Students' feelings of success also differ by socioeconomic factors. One such factor is family income. In this report we examine the role of income level by using parental education as a proxy, with more formal education representing higher income and less formal education representing lower income. Students whose parents have at least a college degree are more likely than others to feel successful both in school (58% vs. 49% vs. 49%) and as a person (68% vs. 61% vs. 59%). (Exhibit 1.2)

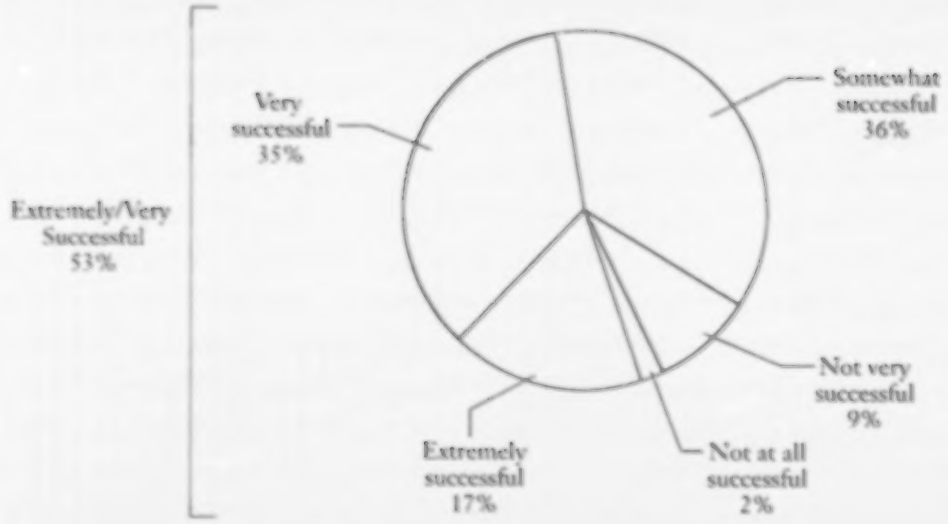
Although feelings of success in school do not differ significantly among White, Black and Hispanic students, race and ethnicity do distinguish students' feelings of success as a person. Hispanic students are less likely than White students (53% vs. 64%) and Black students (53% vs. 73%) to feel extremely or very successful as a person. (Exhibit 1.2)

Exhibit 1.1
Success Self-Evaluations

THE AMERICAN TEACHER 2002

Q551 How successful are you.....?
Base: All qualified students (n=2308)

In School



As a Person

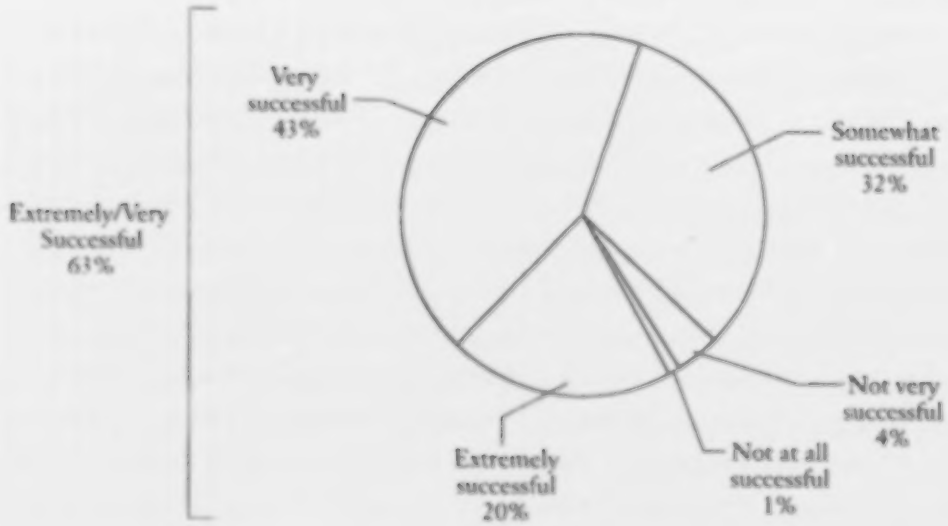


Exhibit 1.2
Success Self-Evaluations by Demographics

Q551 How successful are you.....?
Base: All qualified students

% Extremely/Very Successful

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
In school	53	50	55	53	53	76	19	5
As a person	63	65	60	63	63	71	57	26

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
In school	53	53	55	49	49	49	58
As a person	63	64	73	53	59	61	68

Feelings of Happiness in School

Although half of students describe themselves as extremely or very successful in school, fewer students describe their life in school as extremely or very happy (53% vs. 33%). Six percent of students feel extremely happy in school and one-quarter (27%) feel very happy in school. Nearly two in ten (17%) describe their life in school as not very or not at all happy. (Exhibit 1.3)

MORE TO COME . . . *Students are happier with their lives at home than with their lives in their neighborhood (see Chapter 5) or at school (see Chapter 8).*

Girls and boys are equally likely to describe their life in school as happy, and younger students are only slightly more likely than older students to describe their lives as happy (35% vs. 30%). Feeling happy in school is related to grades. Students who are earning "A" grades at school are more likely than those receiving B's and C's or D's and F's to describe their life in school as happy (40% vs. 24% vs. 10%). (Exhibit 1.4)

Students from higher-income families (parent has at least a college degree) are more likely than those from lower income families (parent has no more than a high school education) to feel happy in school (39% vs. 24%). More than three in ten

White students (35%) report that they are happy in school, while almost three in ten Black students (28%) and more than two in ten Hispanic students (25%) say that they are happy in school. (Exhibit 1.4)

Exhibit 1.3
School Life Descriptions

Q546-2 How would you describe…?
Base: All qualified students (n=2308)

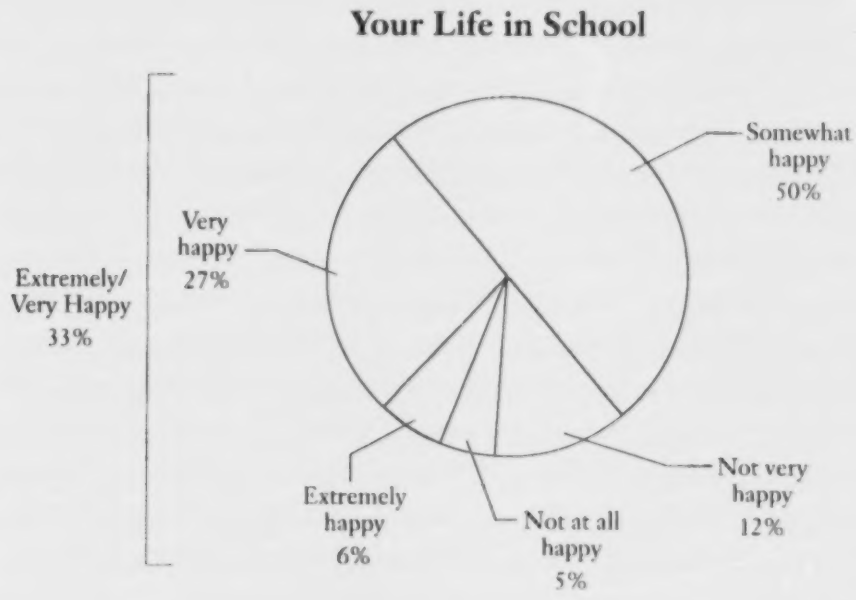
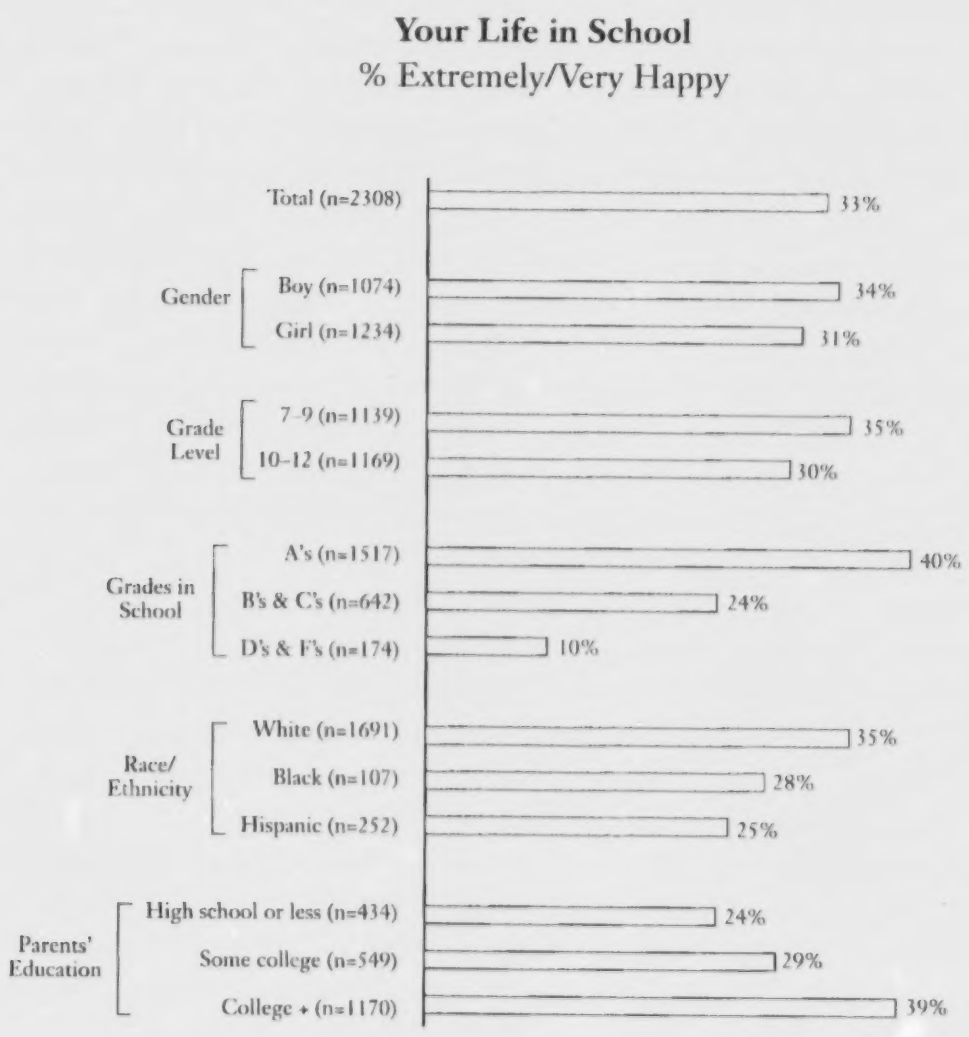


Exhibit 1.4
School Life Descriptions by Demographics

Q546-2 How would you describe...?
Base: All qualified students



Preparing for the Future

When it comes to rating their schools on how well they are preparing students for different aspects of their futures such as going to college, getting a good job, knowing how to learn, being a good citizen and getting along with others, neither students nor teachers, on average, give their schools A's. Overall, students give their schools a C+ in these areas, while teachers give their schools a B. (Exhibit 1.5)

Students and teachers are equally likely to give their schools A's in most of these areas, with one-fifth or fewer reporting that their schools are preparing students extremely well to get along with others, to be a good citizen, to know how to learn and to get a good job. However, teachers are more likely than students to believe that their school is preparing students extremely well to go to college (29% vs. 15%). (Exhibit 1.6)

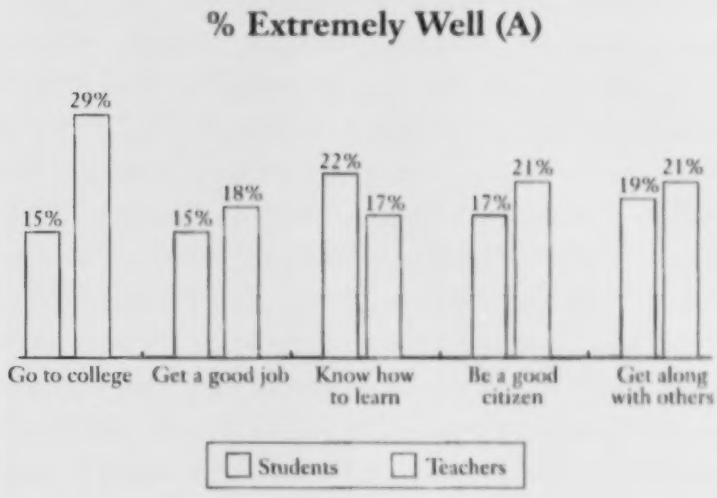
Exhibit 1.5
Evaluation of School

Q311 How well do you think your school is preparing you/your students to do the following?
Base: All qualified students (n=2308)
Base: All qualified teachers (n=1111)

	Students	Teachers
To go to college	B-	B
To get a good job	C+	B-
To know how to learn	B-	B
To be a good citizen	C+	B
To get along with others	C+	B
OVERALL	**C+**	**B**

Exhibit 1.6
Evaluation of School by Status

Q311 How well do you think your school is preparing you/your students to do the following?
Base: All qualified students (n=2308)
Base: All qualified teachers (n=1111)



Students early on in their secondary school careers are consistently more likely (often two times as likely, depending on the criterion they are rating) than older high school students to believe that their schools are preparing them extremely well. Students in junior and middle school are more likely than senior high school students to believe that their schools are preparing them extremely well to know how to learn (31% vs. 12%), to be a good citizen (24% vs. 10%), to get along with others (24% vs. 13%), to get a good job (22% vs. 8%) and to go to college (17% vs. 13%). (Exhibit 1.7)

Other subgroup differences among students do not distinguish students' views as much. Girls are more likely than boys to give their schools an "A" in preparing them to get along with others (21% vs. 16%). Students who get D's and F's are less likely than "A" students to report that their schools are preparing them extremely well to know how to learn (12% vs. 25%). Students whose parents have at least a college degree are more likely than those whose parents have no more than a high school education to say their schools are preparing them extremely well to go to college (18% vs. 10%). (Exhibit 1.7)

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher, 2000, *found that secondary school students were most likely to say that the most important issue facing America was "having people get along with each other."*

Exhibit 1.7
Students' Evaluations of School

Q311 How well do you think your school is preparing you to do the following?
Base: All qualified students

% Extremely Well (A)

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
To go to college	15	13	17	17	13	17	14	9
To get a good job	15	17	13	22	8	16	15	10
To know how to learn	22	20	23	31	12	25	19	12
To be a good citizen	17	16	19	24	10	19	16	11
To get along with others	19	16	21	24	13	20	16	17

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
To go to college	15	13	17	17	10	15	18
To get a good job	15	14	22	13	12	15	17
To know how to learn	22	20	25	24	19	21	22
To be a good citizen	17	16	19	20	19	17	17
To get along with others	19	18	16	21	20	17	19

The areas that distinguish teachers' ratings of their schools are the proportions of low-income or minority students in their schools. Teachers whose schools have more than two-thirds low-income students are less likely than those who have one-third or fewer low-income students to believe that their school is preparing students extremely well to go to college (19% vs. 37%), to get a good job (7% vs. 20%) and to know how to learn (13% vs. 23%). Teachers whose schools have more than two-thirds minority students are less likely than those who have one-third or fewer minority students to believe that their school is preparing students extremely well to go to college (17% vs. 36%). However, teachers whose schools have more than two-thirds minority students are more likely than those who have one-third or fewer minority students to believe that their schools are preparing students extremely well to get along with others (30% vs. 20%).

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DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher, 2000, *found that 28% of secondary school students and 23% of secondary school teachers said that students in their school were being prepared at an "A" level to get along with other people. In addition, 23% of secondary school students and 25% of secondary school teachers said that students in their school were being prepared at an "A" level in learning about different jobs and careers. Finally, 29% of secondary school students and 20% of secondary school teachers said that students in their school were being prepared at an "A" level to be a good citizen.*

Exhibit 1.8
Teachers' Evaluations of School

Q311 How well do you think your school is preparing your students to do the following?
Base: All qualified teachers

% Extremely Well (A)

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
To go to college	29	24	30	25	27	35	29	29
To get good jobs	18	18	16	17	17	20	19	17
To know how to learn	17	26	16	14	16	21	20	16
To be good citizens	21	26	19	21	20	22	20	21
To get along with others	21	26	18	25	21	19	20	21

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
To go to college	29	37	29	19	36	22	17	34	22	32
To get good jobs	18	20	21	7	19	9	18	17	15	19
To know how to learn	17	23	17	13	18	16	13	15	17	18
To be good citizens	21	26	20	17	22	13	17	23	20	21
To get along with others	21	22	21	17	20	17	30	23	20	20

Nearly nine in ten teachers (87%) strongly agree that their students need a high school diploma to be successful in life. In contrast, only fifteen percent of teachers strongly agree that a college degree is necessary for success. And these findings are consistent for teachers with many or few years of experience, those in large and small, urban and non-urban schools and those in schools with many and few low-income or minority students. (Exhibits 1.9 - 1.10)

DID YOU KNOW THAT. . . ? *The 1999 unemployment rate for persons aged 25 and over who had not completed high school was 7%, compared with 4% for those who completed four years of high school and 2% for those with a bachelor's degree or higher. – U.S. Department of Labor, 1999*

A college graduate can expect to earn $2.1 million working full-time between ages 25 and 64. In contrast, a high school graduate can expect to make $1.2 million during the same working years. A master's degree-holder is projected to earn $2.5 million, while someone with a professional degree, such as a doctor or lawyer, could make even more — $4.4 million. – U.S. Census Bureau, 2002

DID YOU KNOW THAT . . . ? *The low grades that students give to schools regarding preparation for college is most striking in light of how important attending college is to students. In the* MetLife Survey of the American Teacher, 2000, *71% of students said that they planned to attend a four-year college. However, teachers reported that only one-third of their students (32%) plan on attending a four-year college.*

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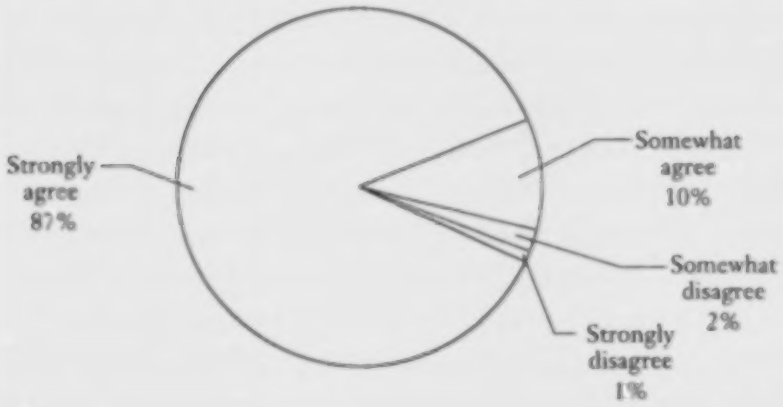
Exhibit 1.9
Necessity of Degrees

Q321 How much do you agree or disagree with the following statements?
Base: All qualified teachers (n=1111)

My Students Need a High School Diploma to Be Successful in Life



My Students Need a College Degree to Be Successful in Life

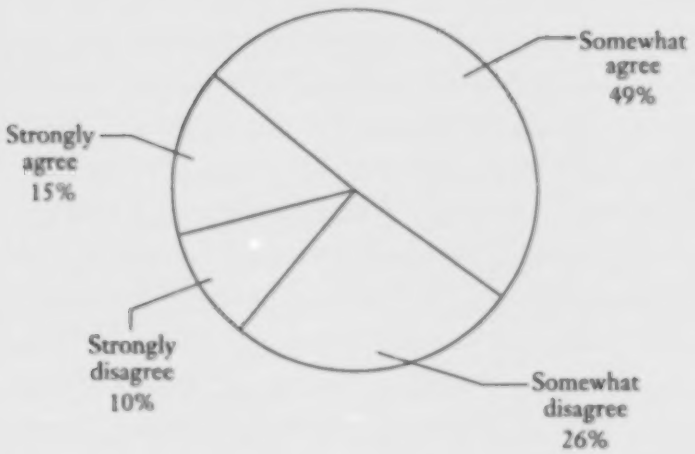


Exhibit 1.10
Necessity of Degrees by Demographics

Q321 How much do you agree or disagree with the following statements?
Base: All qualified teachers

% Strongly Agree

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
My students need a high school diploma to be successful in life	86	81	86	88	85	87	88	85
My students need a college degree to be successful in life	15	14	12	20	16	12	16	15

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
My students need a high school diploma to be successful in life	86	86	87	88	84	88	87	80	86	89
My students need a college degree to be successful in life	15	16	15	12	13	16	18	10	16	17

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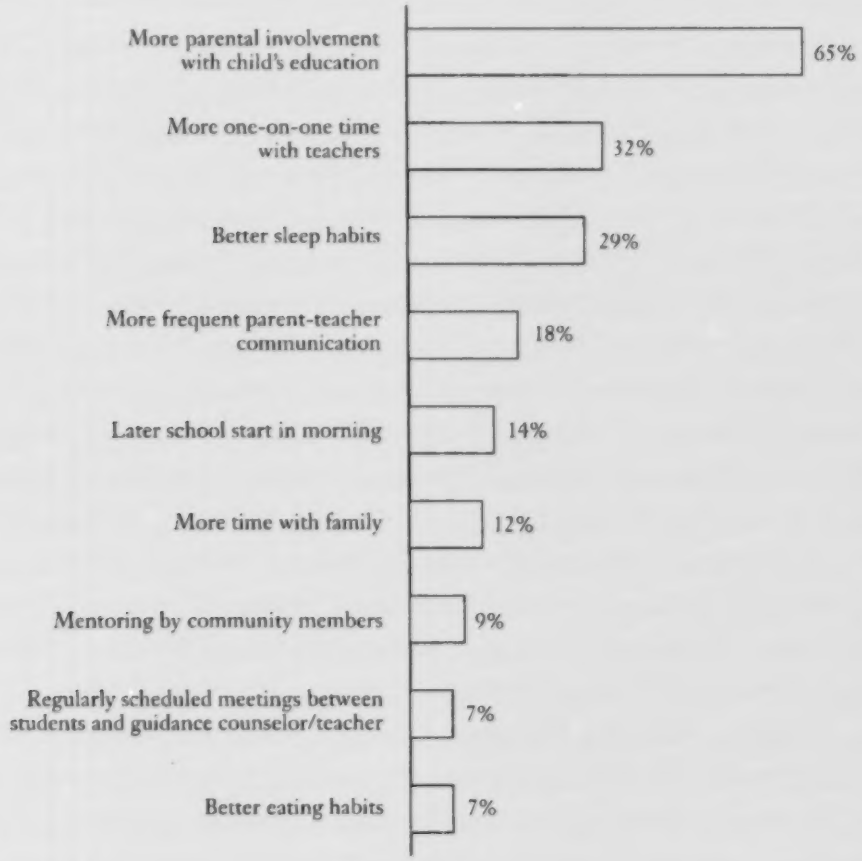
Contributions to Student Success

Both teachers and students have ideas about ways that schools can contribute to student success. Two-thirds of teachers (65%) believe that more parental involvement would be most helpful – twice as many as propose more one-on-one time with teachers (32%). At the same time, fewer than one-fifth of teachers report that more frequent parent- teacher communication would be most helpful. (Exhibit 1.11)

DID YOU KNOW THAT. . . ? *A desire for greater parental involvement has been evident in past surveys as well. In* The MetLife Survey of the American Teacher, 1998, *83% of secondary school teachers wanted to see the level of parental involvement in their schools increase.*

Exhibit 1.11
Aids to Student Success

Q620 Which two of the following would most help your students be more successful at school?
Base: All qualified teachers (n=1111)



CHAPTER TWO

DOING SCHOOLWORK

STUDENTS SPEAK OUT

"Teach more how to survive in the world than teach things we would never use in life."
(9th grade girl)

"Ease the work-load and don't put a lot of stress on students about tests."
(9th grade girl)

"Stop teaching through lunch."
(9th grade boy)

"Stress the fact that school is not for getting good grades, but for learning."
(11th grade boy)

Overview

Students spend the bulk of their day in school. Are they able to concentrate on their schoolwork? What distracts them in class? Students are most likely to report feeling tired and daydreaming in class, and many teachers report that students frequently have difficulty concentrating. Yet, doing well in school is a great source of concern to a plurality of students – to a greater extent than teachers realize. However, students are more likely to view their schoolwork as "busywork" than an opportunity to be creative and use their abilities.

The Learning Experience

There are various ways that students can judge their own performance in school. Students are most likely to rely on grades (61%) and feeling that they've learned (53%). They are less likely to rely on a teacher telling them they're doing well (25%), having their parents be proud (20%) or doing better than others in their class (15%). Girls are more likely than boys to rely on grades (64% vs. 59%) and a teacher's feedback (28% vs. 22%). Older students are more reliant than younger students on feeling that they've learned (60% vs. 46%), while younger students are more reliant on grades (67% vs. 56%) and their parents' feedback (25% vs. 14%). (Exhibit 2.1)

Exhibit 2.1
Students' Self-Evaluation Criteria

Q315 What are the two most important ways that you know if you are learning a lot in school?
Base: All qualified students

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
The grades/test scores you get	61	59	64	67	56	65	58	47
Feeling that you've learned	53	54	52	46	60	57	51	33
A teacher telling you you're doing well	25	22	28	25	25	25	26	20
Your parents are proud	20	20	19	25	14	17	24	23
Doing better than other students in your class	15	17	13	14	15	15	15	16
Being able to apply knowledge toward situations outside of school	4	5	3	2	7	5	3	5
You never know if you are learning a lot in school	3	3	3	4	3	2	3	18
Remember/recall	1	1	2	1	2	2	1	2
You just know	1	1	1	1	*	1	1	*
Feel good about myself/ the work that I am doing	1	1	*	*	1	1	1	-
Knowing the material at any given time	1	1	1	*	1	1	1	*
Able to explain/help others with confidence	*	*	*	*	*	*	*	-
Understanding the material	*	*	*	*	*	*	1	*
Something else	2	2	1	1	2	1	2	2

*Less than 0.5%

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Exhibit 2.1, Cont'd.
Students' Self-Evaluation Criteria

Q315 What are the two most important ways that you know if you are learning a lot in school?
Base: All qualified students

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
The grades/test scores you get	61	60	73	60	66	57	60
Feeling that you've learned	53	54	48	55	48	52	58
A teacher telling you you're doing well	25	24	25	23	24	27	25
Your parents are proud	20	21	14	21	23	23	16
Doing better than other students in your class	15	14	16	20	10	14	16
Being able to apply knowledge toward situations outside of school	4	4	4	4	4	5	4
You never know if you are learning a lot in school	3	3	2	3	3	3	3
Remember/recall	1	1	3	1	1	3	1
You just know	1	1	-	1	1	1	1
Feel good about myself/ the work that I am doing	1	1	-	-	*	*	1
Knowing the material at any given time	1	1	*	*	1	*	1
Able to explain/help others with confidence	*	*	-	*	-	*	*
Understanding the material	*	*	-	*	*	-	*
Something else	2	2	1	1	2	1	2

*Less than 0.5%

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Four in ten teachers (38%) strongly agree that students in their school get to be creative and use their abilities at school. In contrast, only fourteen percent of students feel this way. Students are more likely to strongly agree that most of their schoolwork is "busywork" (23%). (Exhibits 2.2 – 2.7)

Exhibit 2.2
Teachers' Views of Creativity

Q451-2 How much do you agree or disagree with the following statements?
Base: All qualified teachers (n=1111)

Students in My School Get to Be Creative and Use Their Abilities at School

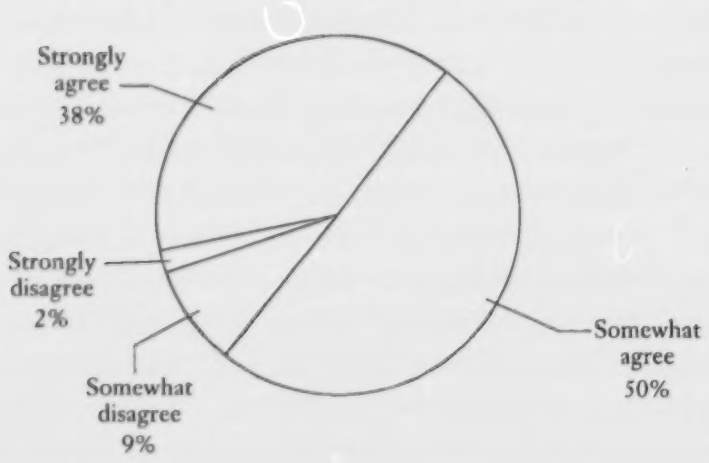


Exhibit 2.3
Teachers' Views of Creativity by Demographics

THE AMERICAN TEACHER 2002

Q451-2 How much do you agree or disagree with the following statements?
Base: All qualified teachers

Students in My School Get to be Creative and Use Their Abilities at School

% Strongly Agree

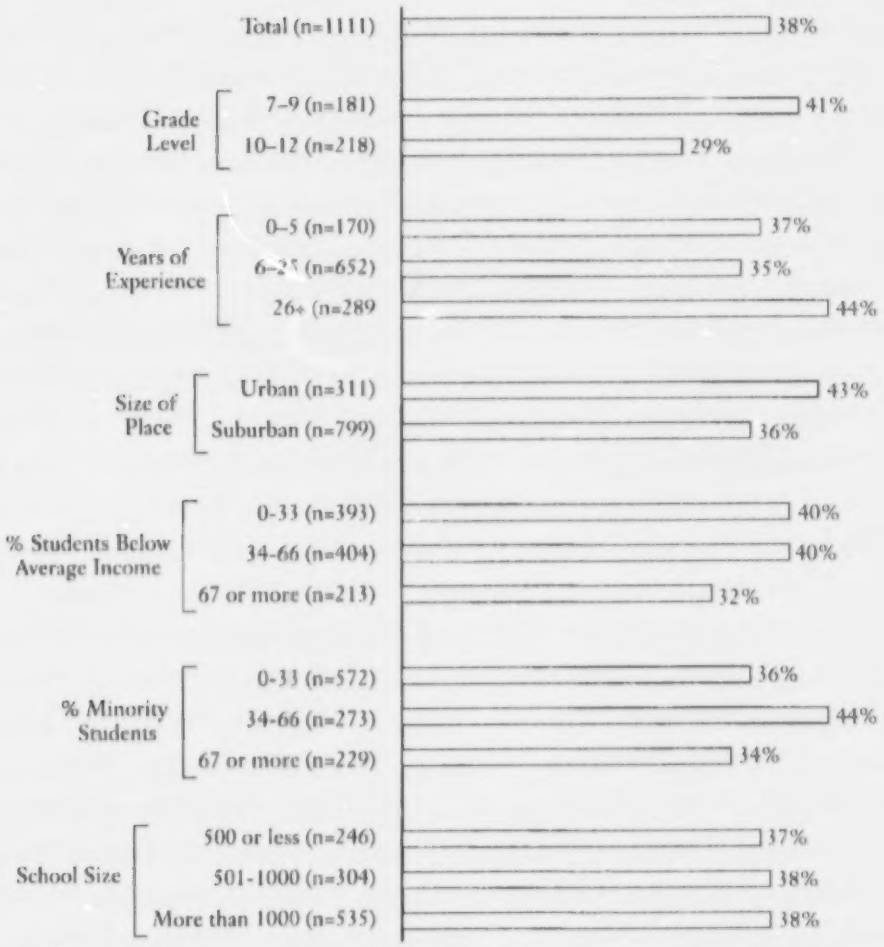


Exhibit 2.4

Students' Views of Creativity

Q361-2 How much do you agree or disagree with the following statements?
Base: All qualified students (n=2308)

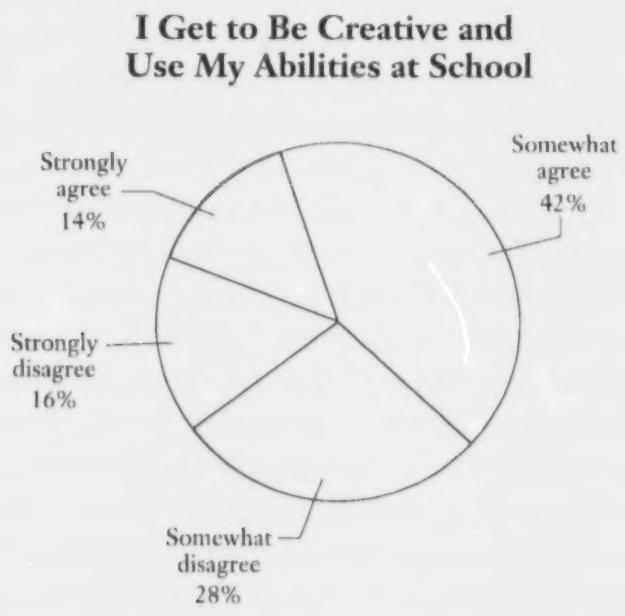

I Get to Be Creative and Use My Abilities at School
Strongly agree 14%
Somewhat agree 42%
Strongly disagree 16%
Somewhat disagree 28%

Exhibit 2.5
Students' Views of Creativity by Demographics

THE AMERICAN TEACHER 2002

Q361-2 How much do you agree or disagree with the following statements?
Base: All qualified students

I Get to Be Creative and Use My Abilities at School

% Strongly Agree

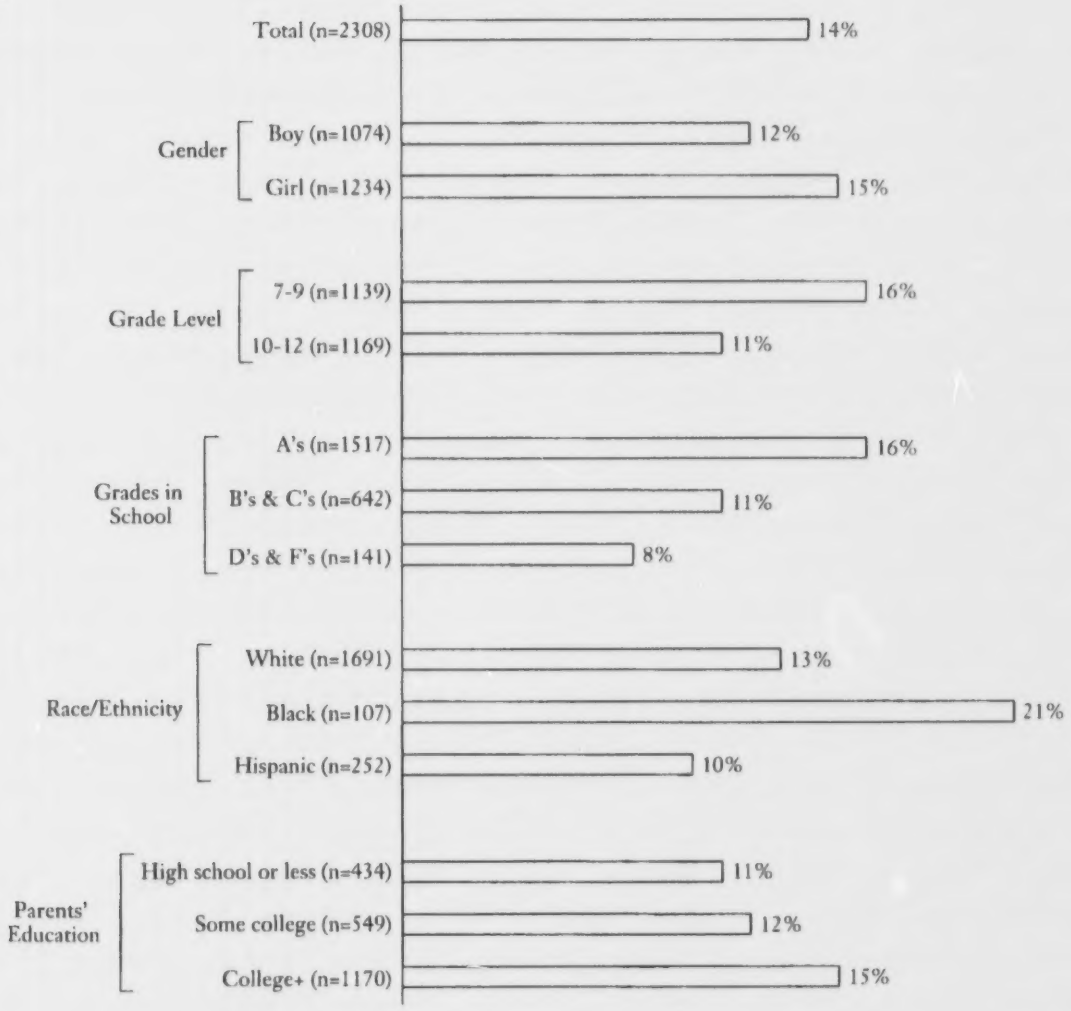


Exhibit 2.6

Schoolwork as "Busywork"

Q361-1 How much do you agree or disagree with the following statement?
Base: All qualified students (n=2308)

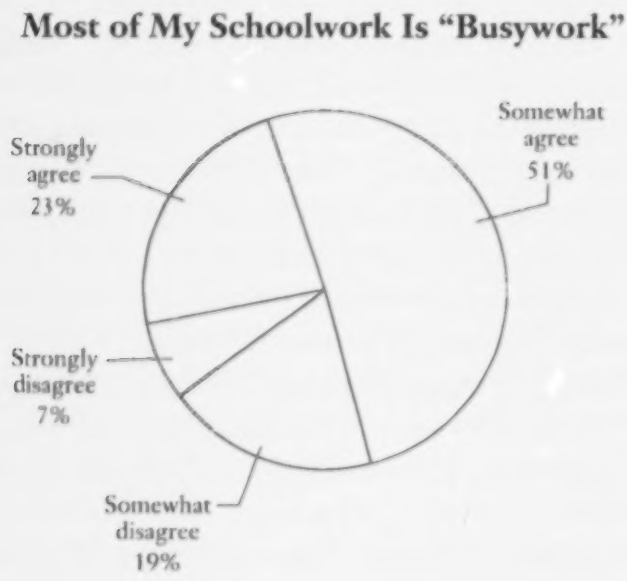
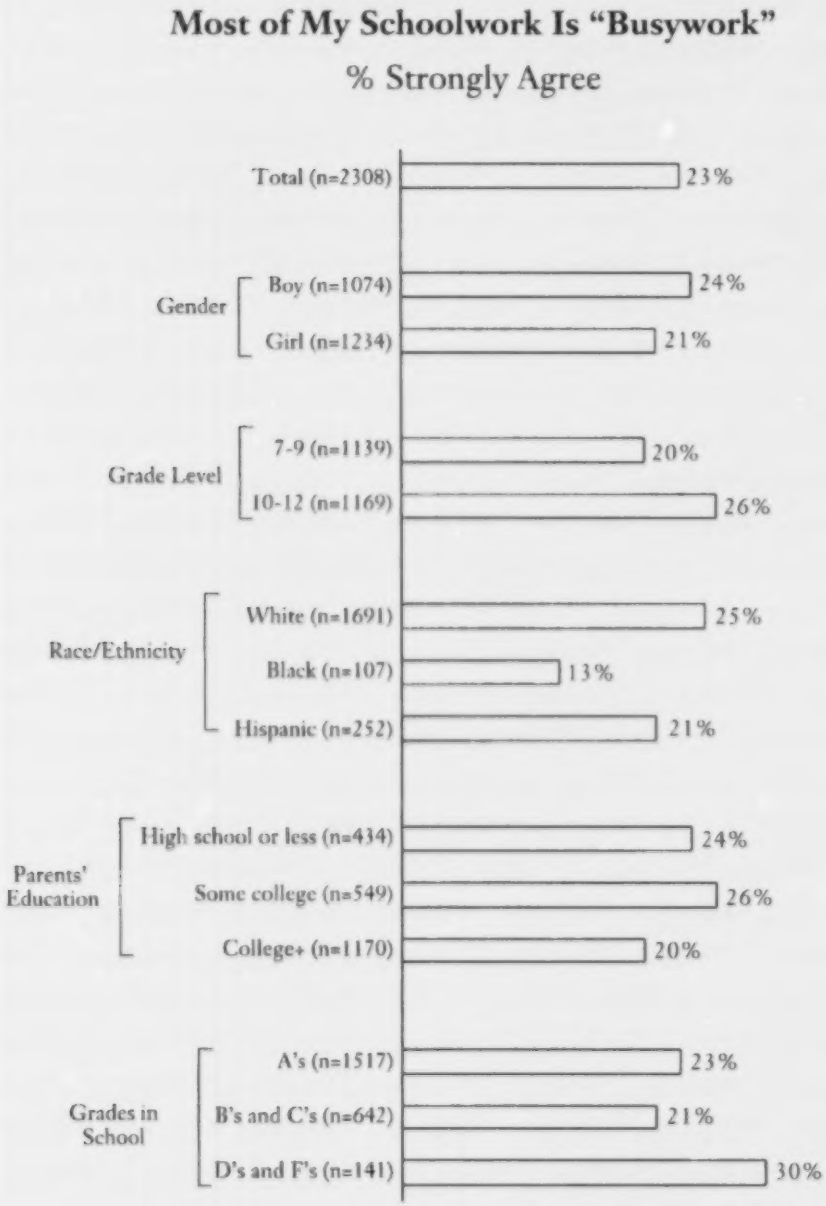


Exhibit 2.7
Schoolwork as "Busywork" by Demographics

THE AMERICAN TEACHER 2002

Q361-1 How much do you agree or disagree with the following statement?
Base: All qualified students



Teachers report that, on average, 70% of their students read at or above grade level. However, teachers in schools with two-thirds or more low-income or minority students report that only 50% of their students read at or above grade level. Only six percent of students strongly agree that they don't read as well as they need to do their schoolwork. (Exhibits 2.8 – 2.10)

Exhibit 2.8

Teachers' Evaluations of Student Reading Ability

Q341-2 What percentage of your students...?
Base: All qualified teachers

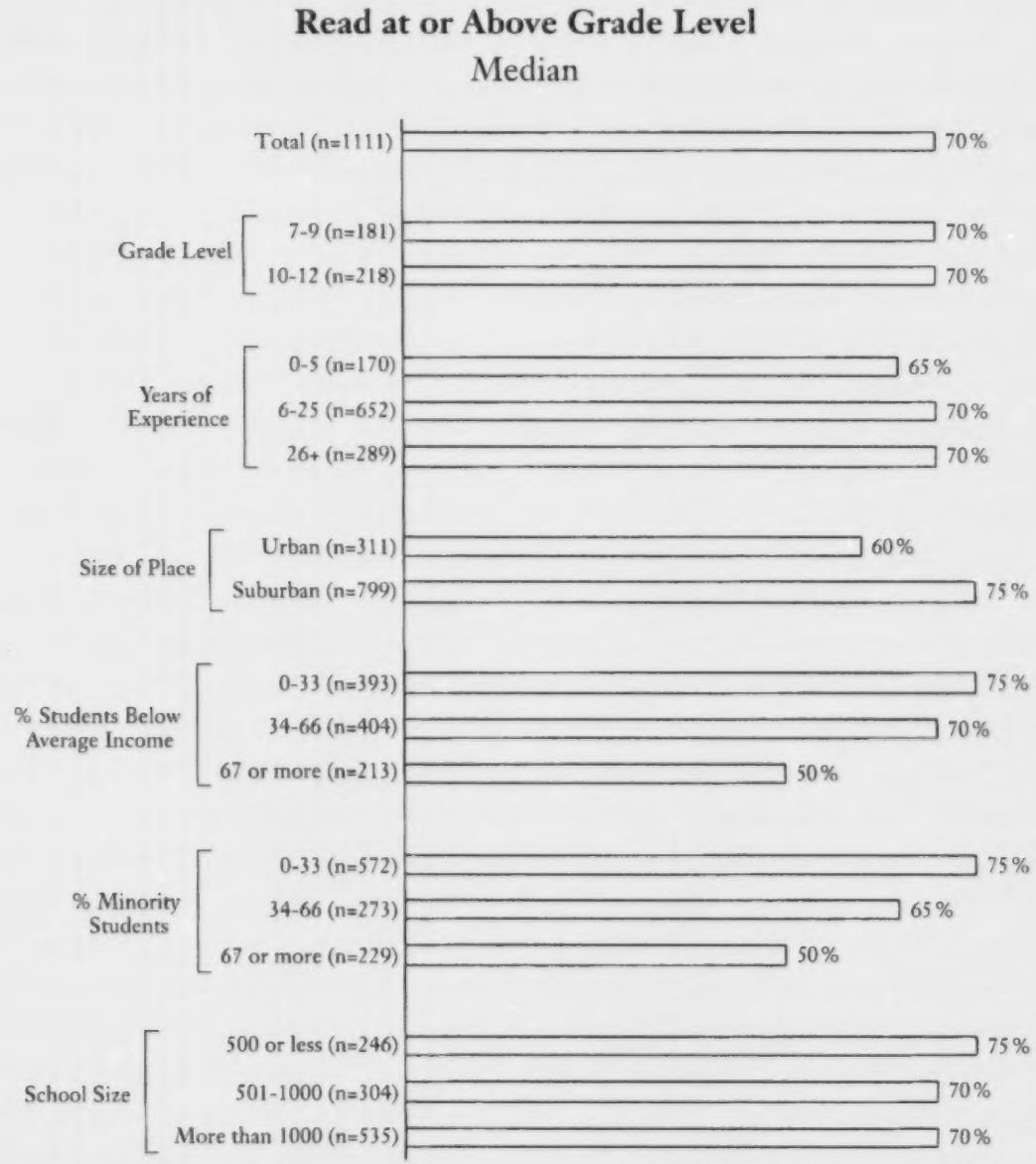


Exhibit 2.9
Student Ratings of Reading Ability

THE AMERICAN TEACHER 2002

Q361-3 How much do you agree or disagree with the following statement?
Base: All qualified students (n=2308)

I Don't Read as Well as I Need to Do My Schoolwork

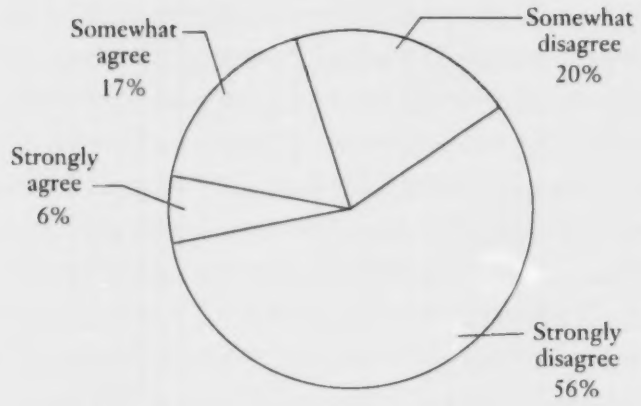
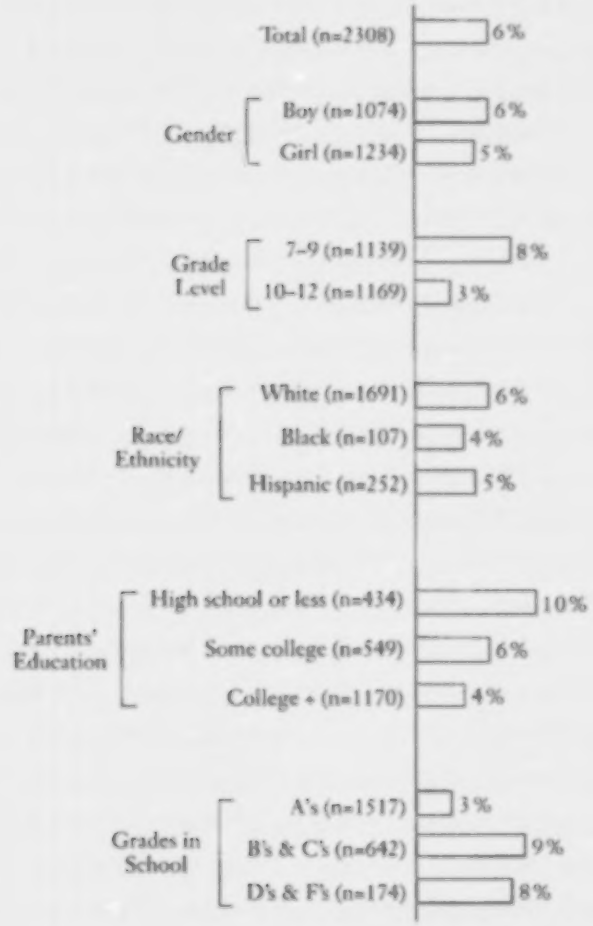


Exhibit 2.10
Student Ratings of Reading Ability by Demographics

Q361-3 How much do you agree or disagree with the following statement?
Base: All qualified students

I Don't Read as Well as I Need to Do My Schoolwork

% Strongly Agree



Time and Concentration in Class

On a typical school day, students spend 7 hours in school. This accounts for the largest proportion of their time during the day, other than sleep. How do students experience the time they spend in class? Half of students (53%) very often or often feel tired during class, although fewer (12%) very often or often actually fall asleep during class. Four in ten students (42%) very often or often daydream during class. Sixteen percent find themselves very often or often too hungry to be able to pay attention in class. (Exhibits 2.11 – 2.13)

Senior high school students are more likely than junior high/middle school students to frequently experience many of these distractions during class. Students in grades 10 – 12 are more likely than those in grades 7 – 9 to very often or often feel tired during class (57% vs. 50%), fall asleep during class (15% vs. 10%), and daydream in class (48% vs. 36%). Students who are getting D's and F's in school are also more likely than those getting A's to experience these difficulties in concentration. Students who get D's and F's are more likely than "A" students to daydream in class (60% vs. 39%), fall asleep during class (27% vs. 10%) and get too hungry to be able to pay attention in class (22% vs. 13%). (Exhibit 2.13)

Socioeconomic differences appear to have less impact in these areas. White students are more likely than Black or Hispanic students to feel tired during class (57% vs. 41% vs. 42%) and White students are more likely than Hispanic students to daydream in class (44% vs. 34%), but race/ethnicity does not distinguish students falling asleep in class or being distracted by hunger. Family income level (as measured by parental education) also does not distinguish students' frequent experience of these distractions. (Exhibit 2.13)

Exhibit 2.11
Students' Time Spent

Q336 On a typical school day, how much time do you spend doing the following?
Q420 On a typical school night (Sunday – Thursday), how many hours do you sleep?
Base: All qualified students (n=2308)

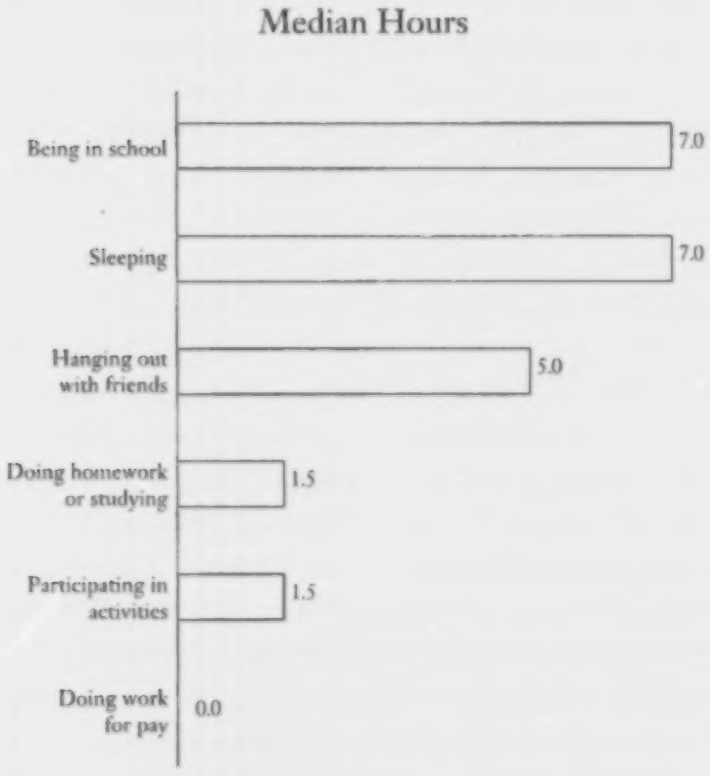


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Exhibit 2.12
Students' Descriptions of Class Behavior

Q415 How often do you experience the following?
Base: All qualified students (n=2308)

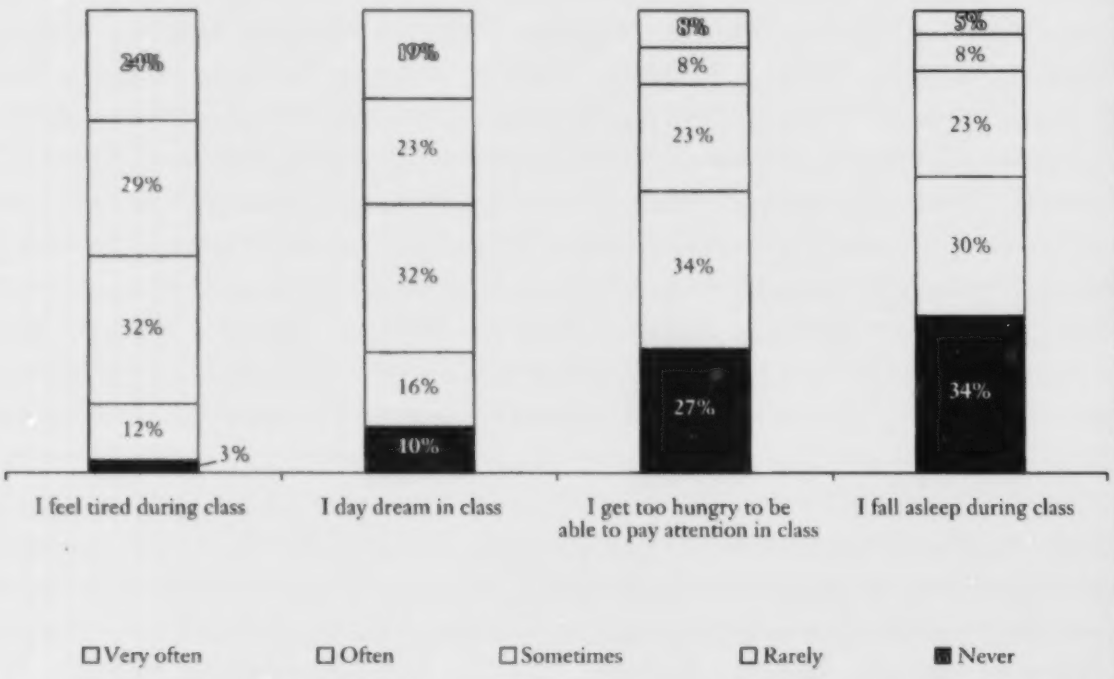

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Exhibit 2.13
Students' Descriptions of Class Behavior by Demographics

Q415 How often do you experience the following?
Base: All qualified students

% Often/Very Often

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
I feel tired during class	53	51	56	50	57	54	48	65
I daydream in class	42	41	43	36	48	39	43	60
I get too hungry to be able to pay attention in class	16	15	17	15	16	13	19	22
I fall asleep during class	12	12	13	10	15	10	13	27

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
I feel tired during class	53	57	41	42	58	48	53
I daydream in class	42	44	33	34	39	44	43
I get too hungry to be able to pay attention in class	16	16	15	14	21	15	14
I fall asleep during class	12	12	16	9	14	14	11

Although half of students report very often or often feeling tired in class and four in ten very often or often daydream in class, teachers are less likely to report such frequent distractions. Three in ten teachers (30%) report that their students very often or often have difficulty concentrating and one-quarter (24%) report that students very often or often daydream in class. Two in ten teachers report that their students are very often or often irritable or in bad moods (19%) or disruptive (19%). (Exhibits 2.14 – 2.15)

A striking finding among teachers is that those who are new to the field are more likely than those who are seasoned to report that their students are frequently experiencing such distractions. Teachers with five years or less teaching experience are more likely than those with more than 25 years of experience to report that their students very often or often have difficulty concentrating (38% vs. 23%), daydream (33% vs. 18%), are irritable or in bad moods (27% vs. 14%), fall asleep or doze (22% vs. 12%) and are too hungry to concentrate (16% vs. 7%). (Exhibit 2.15)

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Teachers who teach in schools with more than two-thirds low-income students are more likely than those with one-third or fewer low-income students to report that their students are very often or often irritable or in bad moods (28% vs. 14%) or disruptive (28% vs. 16%). Teachers whose schools have more than two-thirds minority students are more likely than those with one-third or fewer minority students to report that their students very often or often have difficulty concentrating (40% vs. 25%) and are irritable or in bad moods (28% vs. 16%). (Exhibit 2.15)

DID YOU KNOW THAT. . . ? *In* The MetLife Survey of the American Teacher, 1991, *28% of teachers about to begin teaching and 47% of teachers completing their first year of teaching strongly agreed with the statement "Many children come to school with so many problems that it's very difficult for them to be good students."*

DID YOU KNOW THAT. . . ? *Researchers at Harvard Medical/ Massachusetts General Hospital in Boston found that hungry children are more likely to have behavioral and academic problems than children who get enough to eat. At school, hungry children had more problems with irritability, anxiety and aggression, as well as more absences and tardiness.* — Pediatrics, *January 1998;* Journal of the American Academy of Child and Adolescent Psychiatry, *February 1998.*

Exhibit 2.14
Teachers' Descriptions of Class Behavior

Q711 How often do students do the following things in your classroom?
Base: All qualified teachers (n=1111)

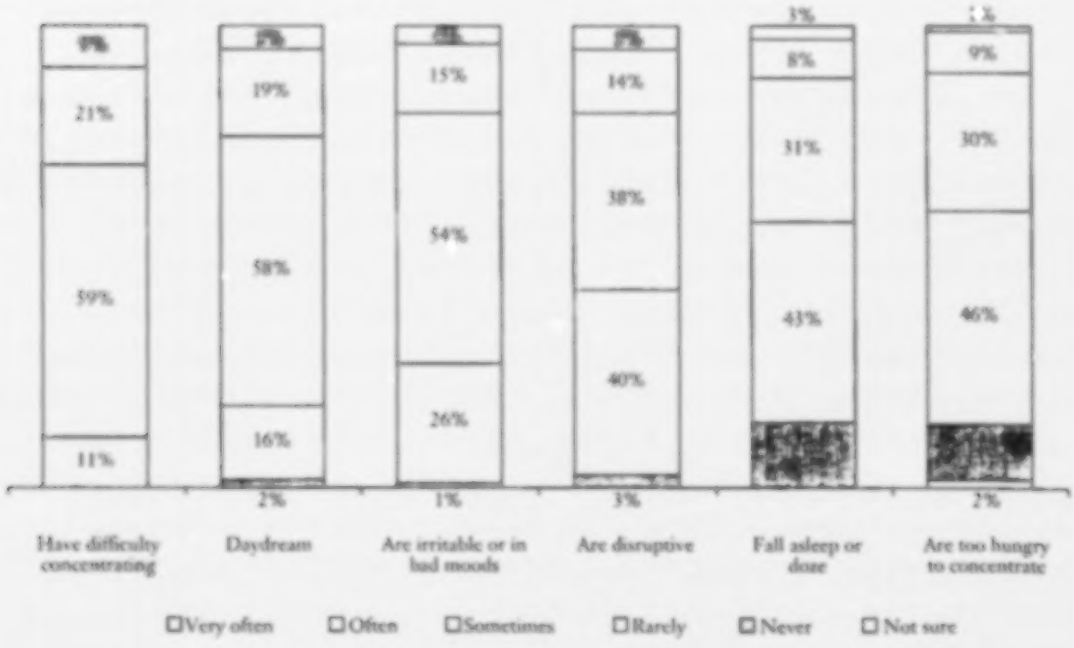

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Exhibit 2.15

Teachers' Descriptions of Class Behavior by Demographics

Q711 How often do students do the following things in your classroom?
Base: All qualified teachers

% Often/Very Often

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
Have difficulty concentrating	30	38	27	38	32	23	35	28
Daydream	24	24	24	33	25	18	23	25
Are irritable or in bad moods	19	18	12	27	20	14	23	17
Are disruptive	19	21	14	26	18	17	21	18
Fall asleep or doze	12	8	13	22	9	12	14	11
Are too hungry to concentrate	10	3	12	16	10	7	10	10

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
Have difficulty concentrating	30	26	33	37	25	34	40	33	29	29
Daydream	24	23	25	25	22	29	26	28	20	25
Are irritable or in bad moods	19	14	22	28	16	22	28	22	20	18
Are disruptive	19	16	19	28	16	24	22	20	24	16
Fall asleep or doze	12	10	10	17	9	14	16	10	11	13
Are too hungry to concentrate	10	9	11	15	10	11	9	12	8	10

As mentioned previously, sixteen percent of students very often or often are too hungry to be able to concentrate in class. Twice as many students (34%) feel that their lunch period is not scheduled at the right time. Two in ten students (21%) feel that their lunch period is scheduled too late in the day, while thirteen percent have a lunch

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period that is scheduled too early. Teachers share similar views, with three in ten (29%) reporting that their students' lunch periods are not at the right time, with similar numbers of teachers reporting that lunch is too early in the day (15%) or too late in the day (14%). (Exhibit 2.16 – 2.17)

Exhibit 2.16
Students' Descriptions of Lunch Time

Q435 Do you think your lunch period is scheduled too early, too late or at just the right time?
Base: All qualified students

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Too early	13	14	13	12	15	13	16	9
Too late	21	19	23	24	19	21	19	29
Right time	65	67	63	65	65	66	65	62

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Too early	13	14	13	13	11	16	14
Too late	21	23	22	14	21	22	22
Right time	65	63	65	72	68	61	64

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Exhibit 2.17
Teachers' Descriptions of Lunch Time

Q730 What percentage of your students have their lunch period scheduled...?
Base: All qualified teachers

Average Percentage of Students

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
At the right time	71	72	71	69	72	71	71	71
Too early in the day	15	15	14	17	14	16	15	15
Too late in the day	14	12	14	14	14	13	13	14

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
At the right time	71	70	72	69	70	76	70	84	68	75
Too early in the day	15	16	14	15	15	12	18	7	17	17
Too late in the day	14	13	14	15	15	11	12	10	15	15

Another cause of distraction for students is feeling safe at school. Two in ten students (22%) report that they worry a great deal about being safe at school. Girls (26%), Black students (32%) and low-income students (parents have a high school degree or less; 30%) are the students who are most likely to worry a great deal about being safe at school. (Exhibits 2.18 – 2.19)

DID YOU KNOW THAT...? *In a survey of school board members, 77% of members said that school violence was only a mild or moderate concern. Board members in the nation's largest school districts were more likely than those in the smallest districts to say that school violence was a major concern (26% vs. 7%). Overall, school violence was a major concern for 12% of board members. School violence was not a concern for another 11% of board members. – National School Boards Association, 2002*

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OBSERVATION: *Previous* MetLife Surveys of the American Teacher *have found that about one in twelve students feel not very or not at all safe in school (8%, 1999; 7%, 1993). Yet the current report's findings echo the 1998 findings that 15% of students were very worried about being physically attacked in or around school.*

Exhibit 2.18
School Safety Worries

Q536-4 How much do you worry about the following?
Base: All qualified students (n=2308)

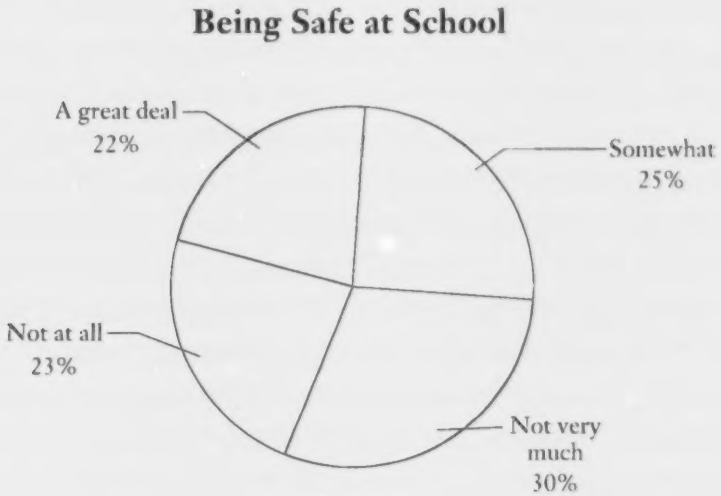
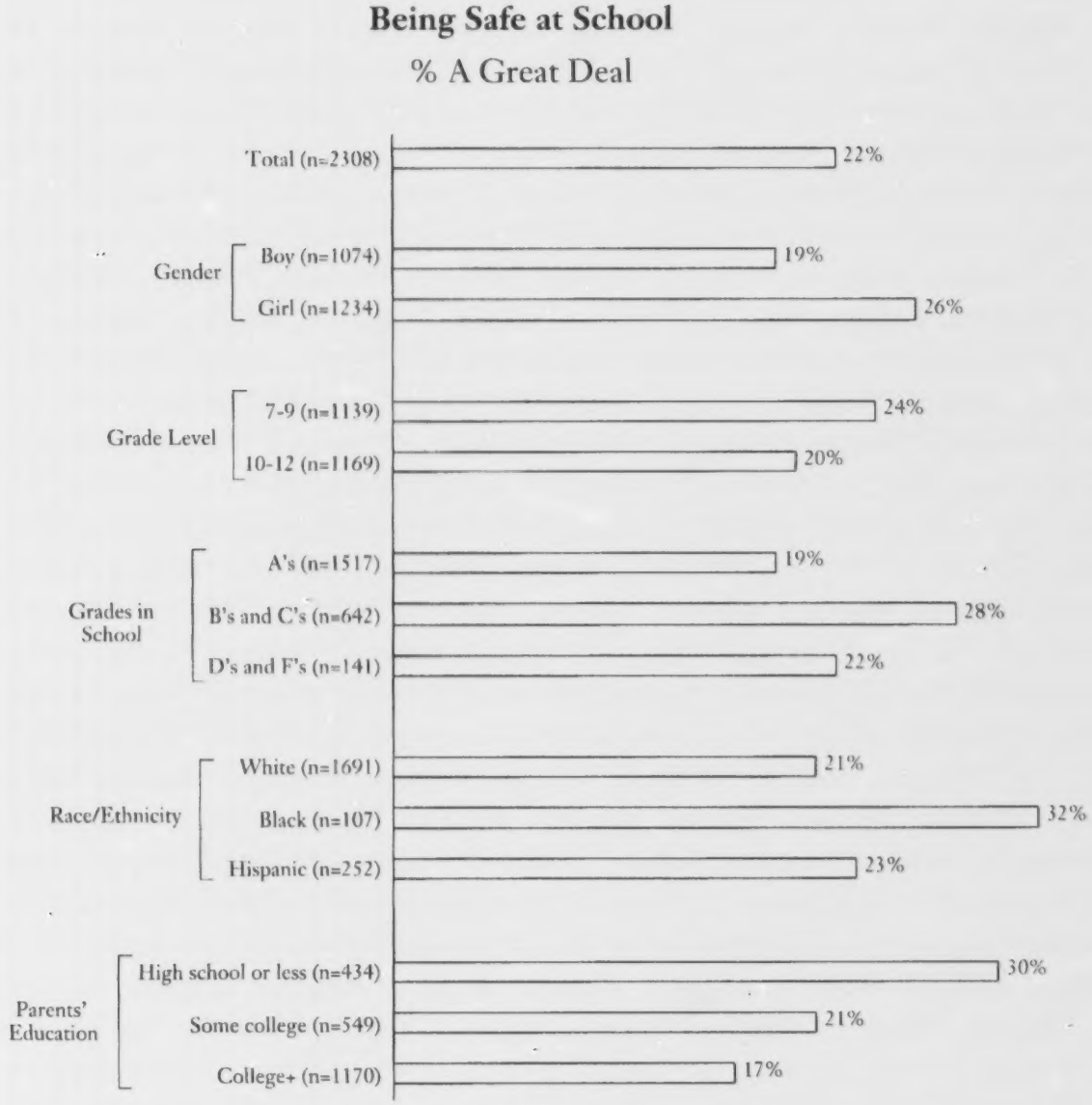


Exhibit 2.19
School Safety Worries by Demographics

Q536-4 How much do you worry about the following?
Base: All qualified students



Attitudes About School

Doing well in school is of concern to many students. Half of students (47%) worry a great deal about doing well in school. Girls are more likely than boys (54% vs. 40%) and older students are more likely than younger students (52% vs. 42%) to worry a great deal about doing well in school. Students who are getting A's in school are twice as likely as those who are getting D's and F's to worry a great deal about doing well (53% vs. 24%). Furthermore, minority students are more likely than White students to worry a great deal about doing well in school (54% vs. 45%). (Exhibit 2.20 – 2.21)

Although half of students report worrying a great deal about doing well in school, only three in ten teachers (31%) report that their students worry a great deal about this and only two in ten teachers (22%) strongly agree that students in their school only do enough work to do as well as they need to get by in school. Although students' worries do not differ by income level, teachers in schools with more than two-thirds low-income students are less likely to report that their students worry a great deal about doing well in school (21% vs. 41%) and more likely to report that their students are only doing enough work to get by (36% vs. 15%) compared to teachers in schools with one-third or fewer low-income students. Furthermore, while minority students are more likely than White students to report that they worry a great deal about doing well in school, teachers in schools with more than two-thirds minority students are less likely to report that their students worry a great deal about doing well in school (16% vs. 34%) and more likely to believe that their students are only doing enough work to get by (39% vs.18%) compared to teachers in schools with one-third or fewer minority students.

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher, 2001, *found that teachers in schools with more than two-thirds minority students were less likely than those with one-third or fewer minority students: to believe that teachers in their school had high expectations for all students (40% vs. 52%); to report that learning and education was valued by students in their school (14% vs. 26%); and to report that all or most of their students would achieve their full academic potential for that school year (59% vs. 76%). In addition, teachers whose schools had high proportions of low-income students were less likely than those with few low-income students: to report that all or most of their students would achieve their full academic potential for that school year (57% vs. 79%); or to report that learning and education was valued by their students (11% vs. 34%).*

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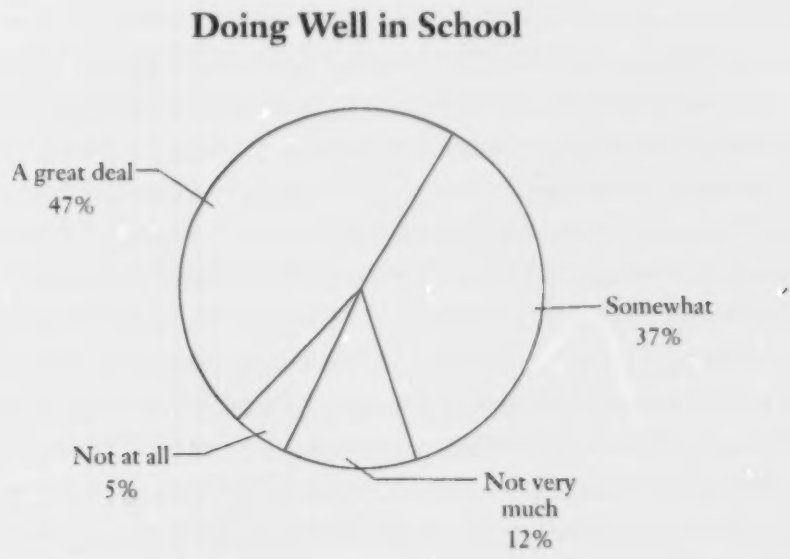
Exhibit 2.20
School Performance Worries

THE AMERICAN TEACHER 2001

Q536-1 How much do you worry about the following?
Base: All qualified students (n=2308)



THE AMERICAN TEACHER 2002

Exhibit 2.21

School Performance Worries by Demographics

Q536-1 How much do you worry about the following?
Base: All qualified students

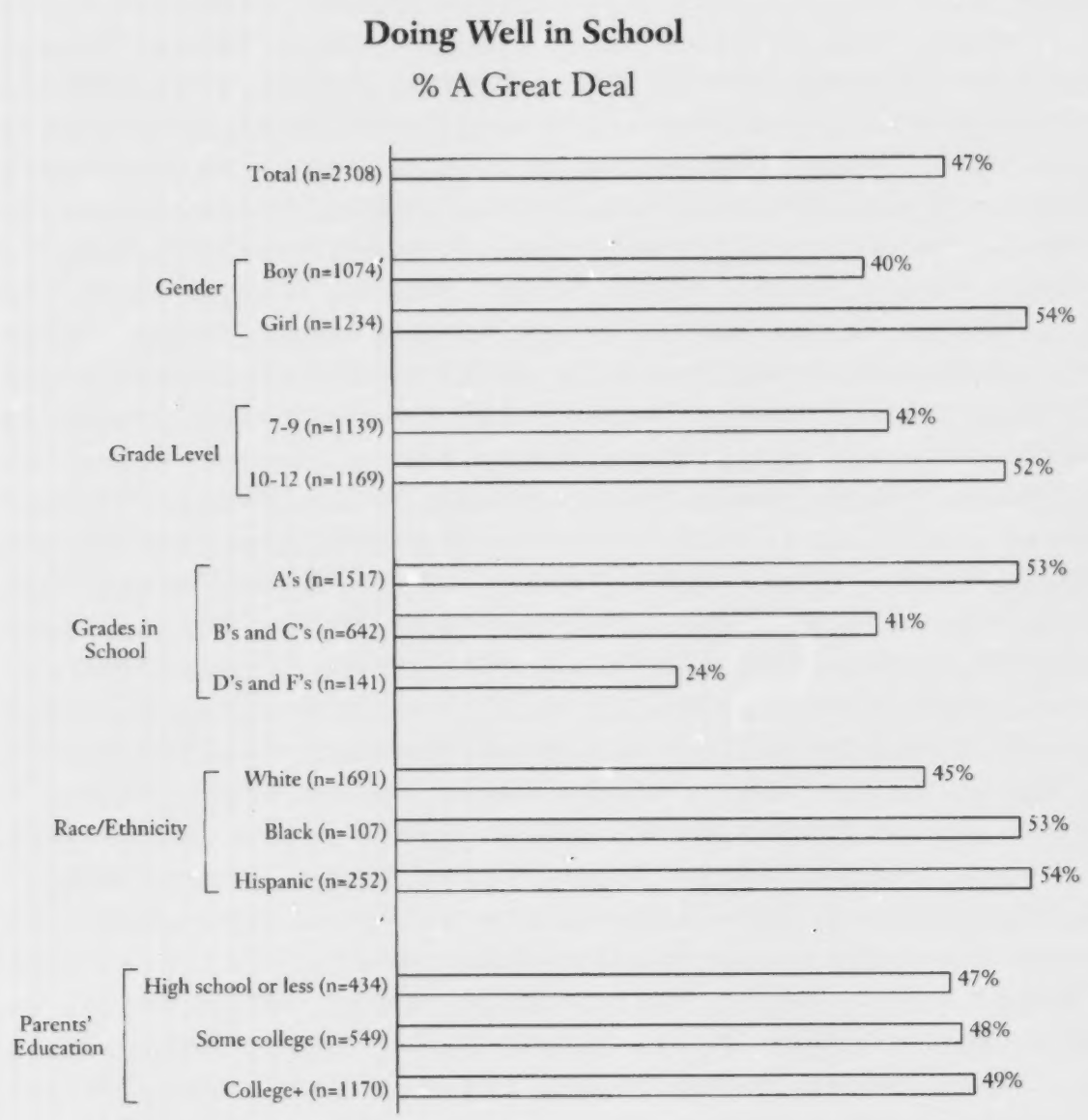


Exhibit 2.22
Teachers' Descriptions of Student Attitudes

Q350 How much do your students care about doing well in school?
Base: All qualified teachers (n=1111)

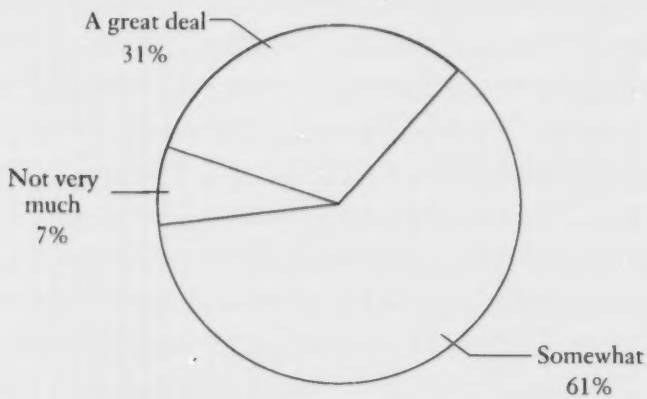


Exhibit 2.23

Teachers' Descriptions of Student Attitudes by Demographics

Q350 How much do your students care about doing well in school?
Base: All qualified teachers

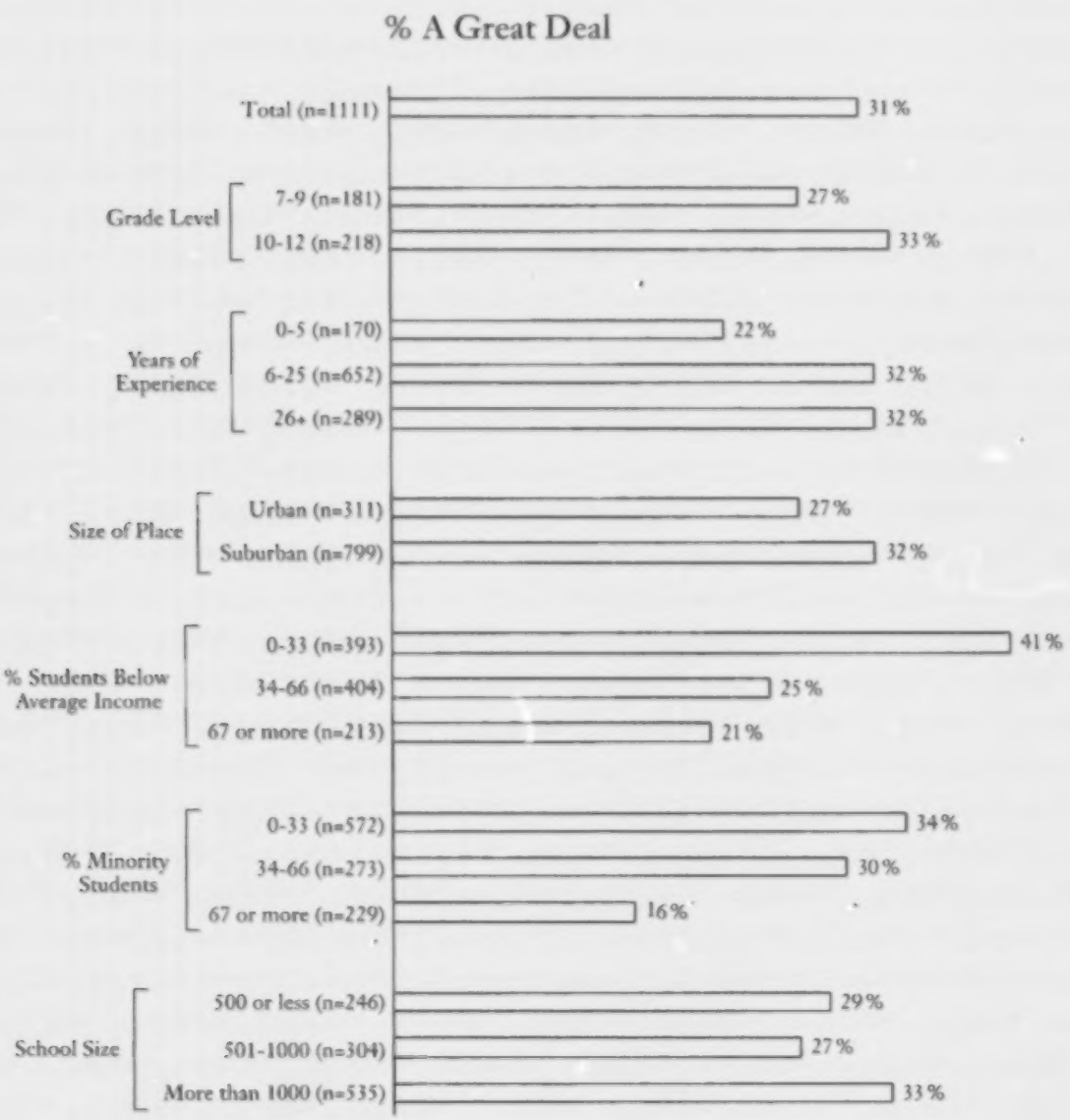


Exhibit 2.24
Student Work Habits

THE AMERICAN TEACHER 2002

Q451-1 How much do you agree or disagree with the following statements?
Base: All qualified teachers (n=1111)

Students in My School Only Do Enough Work to Do as Well as They Need to Get by in School

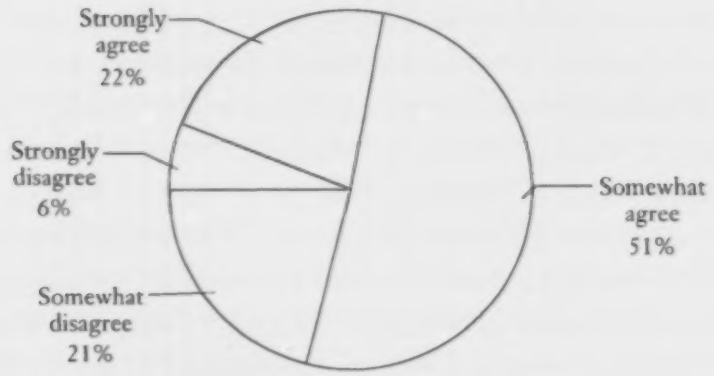
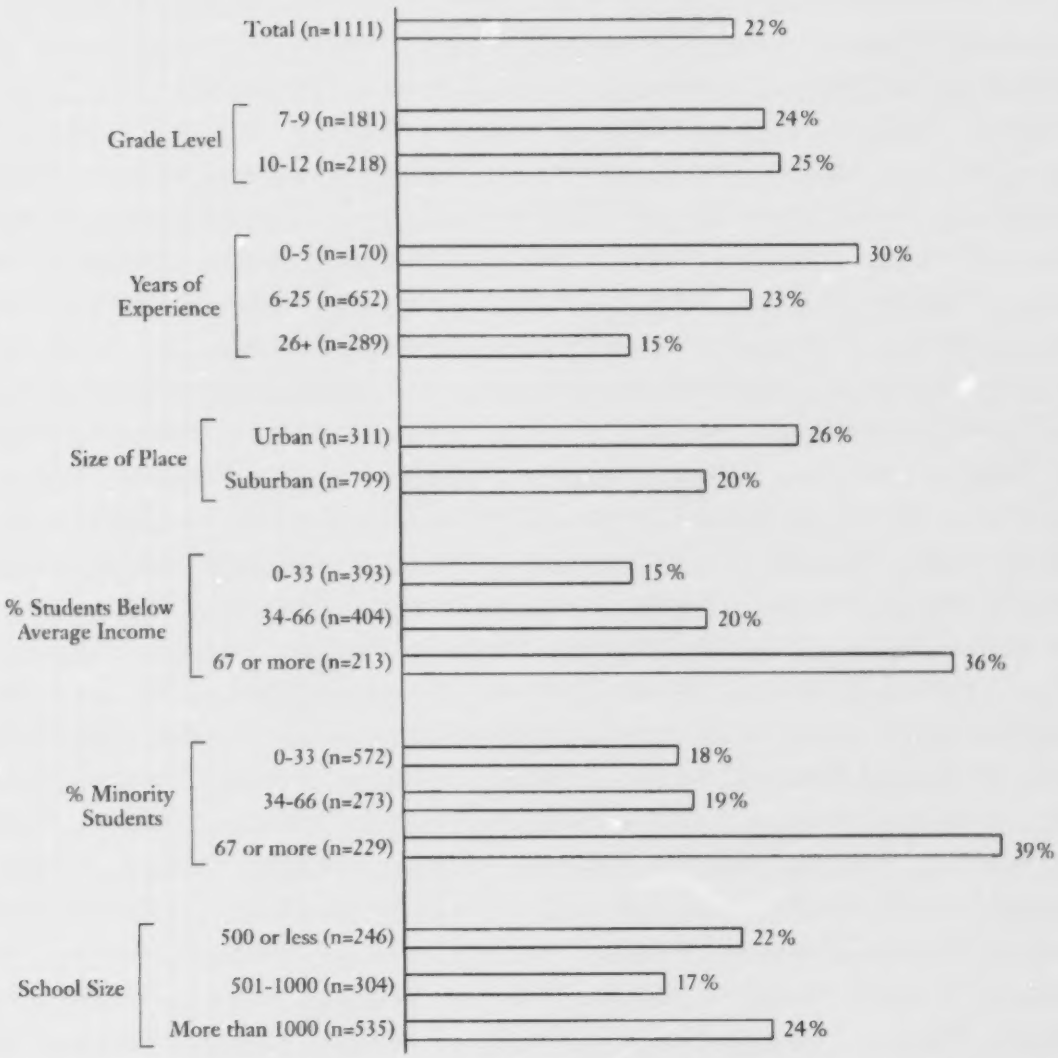


Exhibit 2.25
Student Work Habits by Demographics

Q451-1 How much do you agree or disagree with the following statements?
Base: All qualified teachers

Students in My School Only Do Enough Work to Do as Well as They Need to Get by in School

% Strongly Agree



Friends and School

Friends can have a significant impact on students' opinions of school. On average, students report that they have twice as many close friends who like school as they do friends who think that doing well in school is not "cool." Two-thirds of students (64%) have at least one friend who likes school, while only one-quarter (24%) have at least one friend who thinks that doing well in school is not "cool." Boys are more likely than girls (27% vs. 21%) and younger students are more likely than older students (28% vs. 19%) to have friends who think that doing well in school is not "cool." (Exhibits 2.26 – 2.27)

Teachers report that 25% of their students hang out with people who believe that doing well in school is not "cool." However, teachers in schools with high percentages of low-income or minority students report more than twice as many students who have friends who believe that doing well in school is not "cool" (50% vs. 20%; 45% vs. 20%). (Exhibit 2.28)

DID YOU KNOW THAT. . . ? *Students' perceptions of their peers in general may differ from their perceptions of their own friends. The* MetLife Survey of the American Teacher, 2001 *found that 7% of students strongly agreed that students in their school cared about learning and getting a good education. The 2001 survey found that 23% of teachers strongly agreed that learning and education were valued by students in their school.*

Exhibit 2.26
Student Descriptions of Peers

Q531 How many of your close friends...?
Base: All qualified students

Average Number of Close Friends

	Total	Grade Level		Years of Experience			Size of Place	
		7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
	%	%	%	%	%	%	%	%
Like school	4.0	4.0	3.9	4.0	3.9	4.1	3.9	2.8
Think that doing well in school is not "cool"	2.0	2.2	1.8	2.1	1.9	2.2	1.7	1.5

	Total	Race/Ethnicity			Parents' Education		
		White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Like school	4.0	3.6	7.2	2.9	3.9	3.6	4.4
Think that doing well in school is not "cool"	2.0	1.3	5.1	2.6	1.1	3.2	1.9

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Exhibit 2.27
Student Descriptions of Peers by Demographics

Q531 How many of your close friends ...?
Base: All qualified students (n=2308)

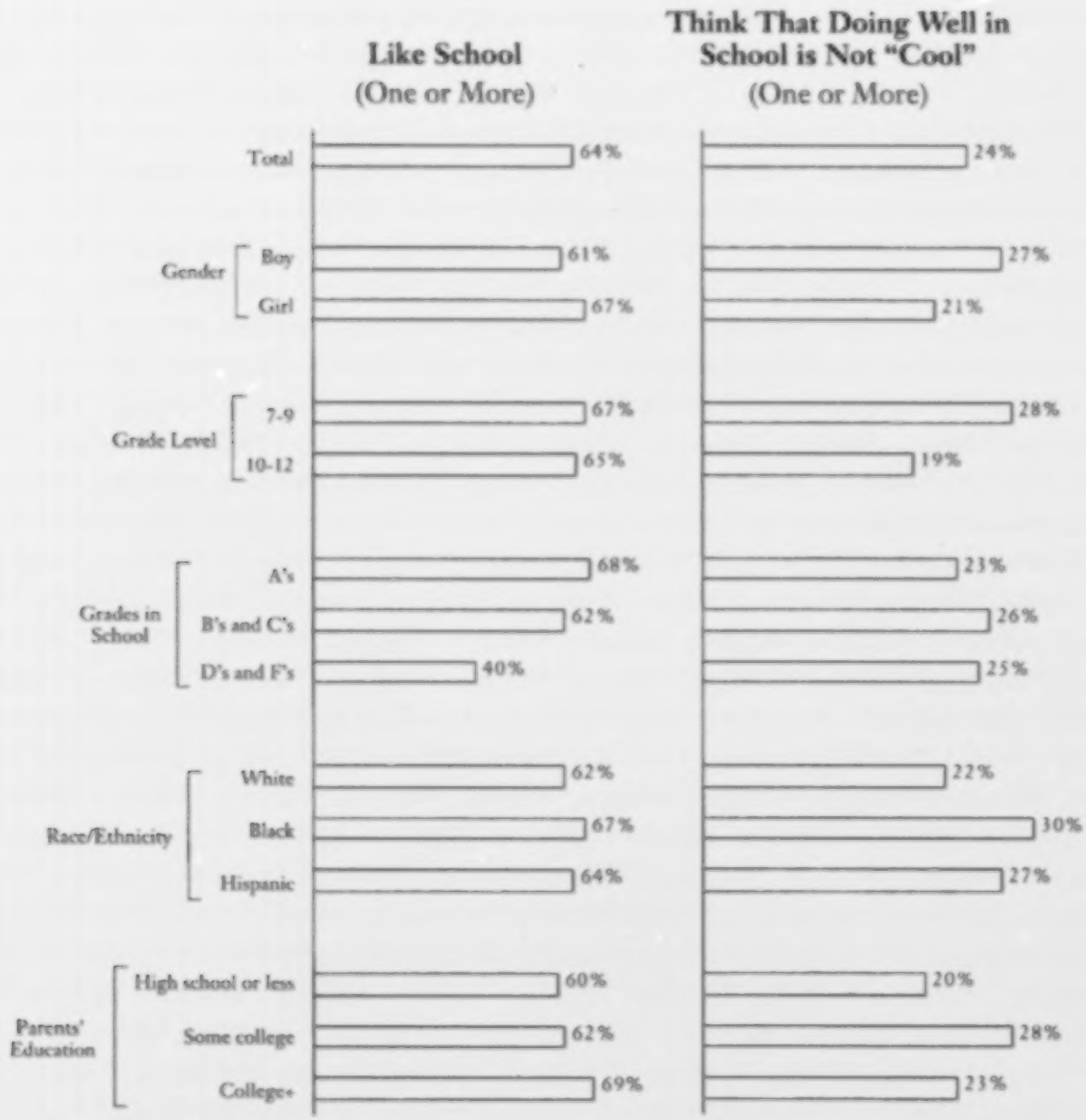
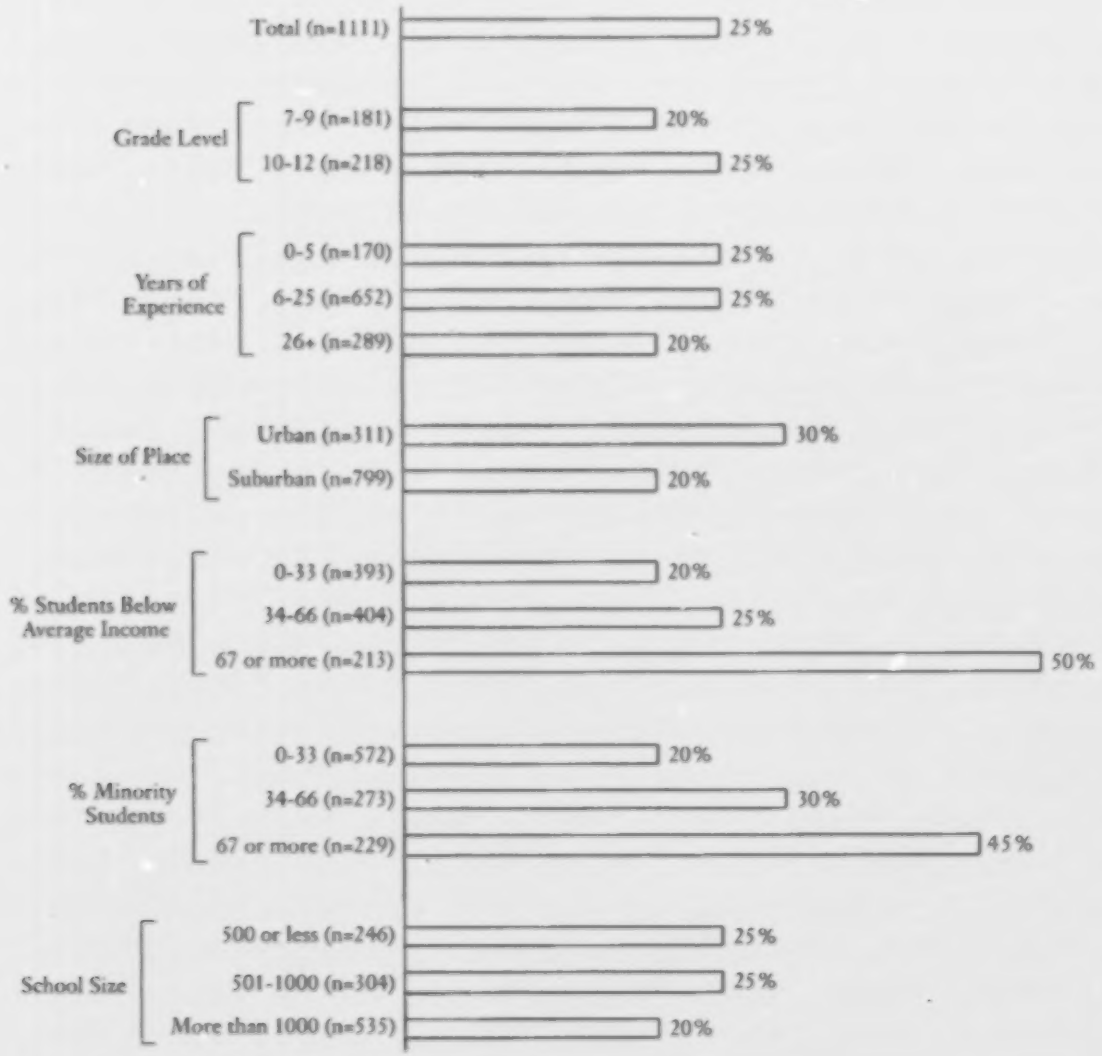


Exhibit 2.28
Teachers' Descriptions of Students' Peers

Q341-1 What percentage of your students...?
Base: All qualified teachers

Hang Out With People Who Believe That Doing Well in School Is Not "Cool"

Median Percentage of Students



CHAPTER 3

THE ROLE OF THE TEACHER

STUDENTS SPEAK OUT

Please think of the best teacher you have ever had. What are the qualities that made him or her a good teacher?

"They take time to help the individual students who need help... They would make sure that everyone understood the work...before moving on...They would use many different techniques, including hands on..."
(10th grade girl)

~

"He treats me with respect, and cares about me succeeding in life."
(11th grade girl)

~

"He would congratulate you on doing something well."
(12th grade boy)

~

"Patient, kind, respectful, open-minded, creative, thoughtful."
(10th grade boy)

Overview

As has been found in previous *MetLife Surveys of the American Teacher*, students and teachers differ greatly in their views on teacher-student communication and such issues as teachers respecting students and knowing about their lives. In the current study, half of students report that teachers have never spoken with them individually about their interests or their plans after high school. Although teachers report speaking to students more frequently, only one-quarter strongly agree that they know what's going on in their students' lives outside of school.

Teachers' Knowledge and Views of Students

Students and teachers differ greatly in their views on how well teachers understand their students. Only a minority of students (no more than one-quarter) strongly agree with the following statements about teachers in their school:

- They are interested in what's best for all students (24%);
- They think about students as individuals, and not as part of some group (20%);
- They respect all students (18%);
- They listen to what students say (18%); and
- They know a lot about the community or neighborhood (9%). (Exhibit 3.1)

Students who are getting lower grades in school are even less likely than those getting higher grades to hold these views, and older students are less likely than younger students to strongly agree that their teachers respect all students (13% vs. 21%). (Exhibit 3.2)

DID YOU KNOW THAT . . . ? *The* MetLife Survey of the American Teacher, 2000, *found that four in ten students (39%) trusted their teachers only a little or not at all.*

Exhibit 3.1
Students' Descriptions of Teachers

Q381 How much do you agree or disagree with the following statements about the teachers in your school?
Base: All qualified students (n=2308)

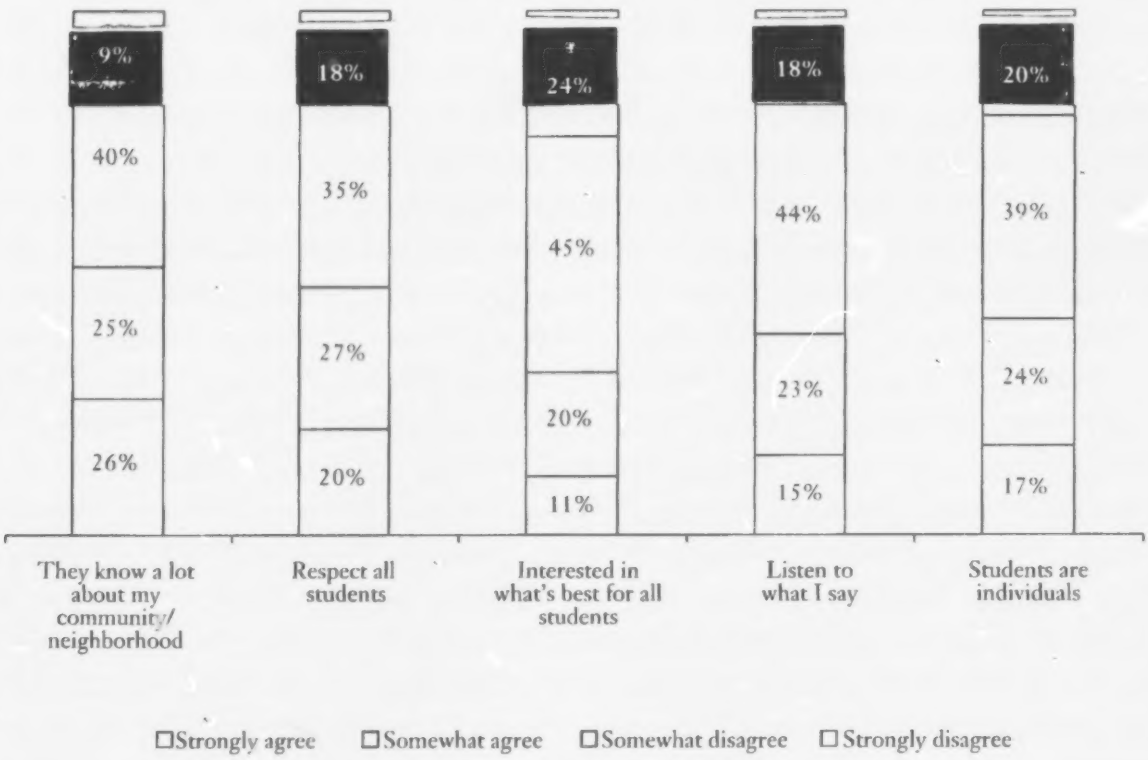


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Exhibit 3.2

Students' Descriptions of Teachers by Demographics

Q381 How much do you agree or disagree with the following statements about the teachers in your school?

Base: All qualified students

% Strongly Agree

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
They are interested in what's best for the students	24	24	23	27	21	29	18	9
They think about students as individuals, and not as part of some group	20	20	20	21	18	22	19	12
They respect all their students	18	17	18	21	13	20	15	11
They listen to what I say	18	19	17	19	16	20	17	7
They know a lot about my community or neighborhood	9	10	9	9	10	10	11	1

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
They are interested in what's best for the students	24	23	25	26	18	23	27
They think about students as individuals, and not as part of some group	20	19	23	23	21	15	23
They respect all their students	18	16	15	24	15	17	18
They listen to what I say	18	18	16	19	15	15	21
They know a lot about my community or neighborhood	9	10	7	9	8	11	10

Teachers are much more likely than students to believe that teachers in their school understand and respect students. Half of teachers strongly agree that teachers in their school are interested in what's best for all students (50%) and know a lot about the surrounding community or neighborhood (47%). Four in ten (44%) strongly agree that teachers in their school think about students as individuals, and not as part of some group and one-third (33%) strongly agree that teachers in their school respect all students. (Exhibit 3.3)

Teachers in suburban or rural schools are more likely than those in urban schools to believe that teachers in their school know a lot about the surrounding community (53% vs. 34%) and think about students as individuals (46% vs. 38%). Teachers in schools with few minority students are more likely than those with more than two-thirds minority students to report that teachers in their school know a lot about the surrounding community (56% vs. 34%), think about students as individuals (49% vs. 34%), respect all their students (37% vs. 23%) and are interested in what's best for all students (54% vs. 46%). Similarly, teachers in small schools are more likely than those in large schools to describe their fellow teachers as interested in what's best for all students (62% vs. 48%), know a lot about the community (56% vs. 44%), think about students as individuals (58% vs. 40%) and respect all students (40% vs. 32%). (Exhibit 3.4)

As for themselves, four in ten teachers (42%) strongly agree that they are able to teach to their students' individual strengths and weaknesses, although only one-quarter (24%) say they know what's going on in their students' lives outside of school. These views do not vary by school characteristics such as school size or proportion of low-income or minority students or teachers' years of experience. (Exhibits 3.5 – 3.6)

DID YOU KNOW THAT. . . ? *The conflicting opinions between teachers and students in the current study reflect the disagreement displayed by teachers and students in* The MetLife Survey of the American Teacher, 2000. *In the 2000 survey, 94% of teachers indicated that students would most likely turn to educators if they needed advice, while only 70% of students said they would be most likely to turn to educators.*

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Exhibit 3.3

Teachers' Descriptions of Teachers

Q331 How much do you agree or disagree with the following statements about the teachers in your school?

Base: All qualified teachers (n=1111)

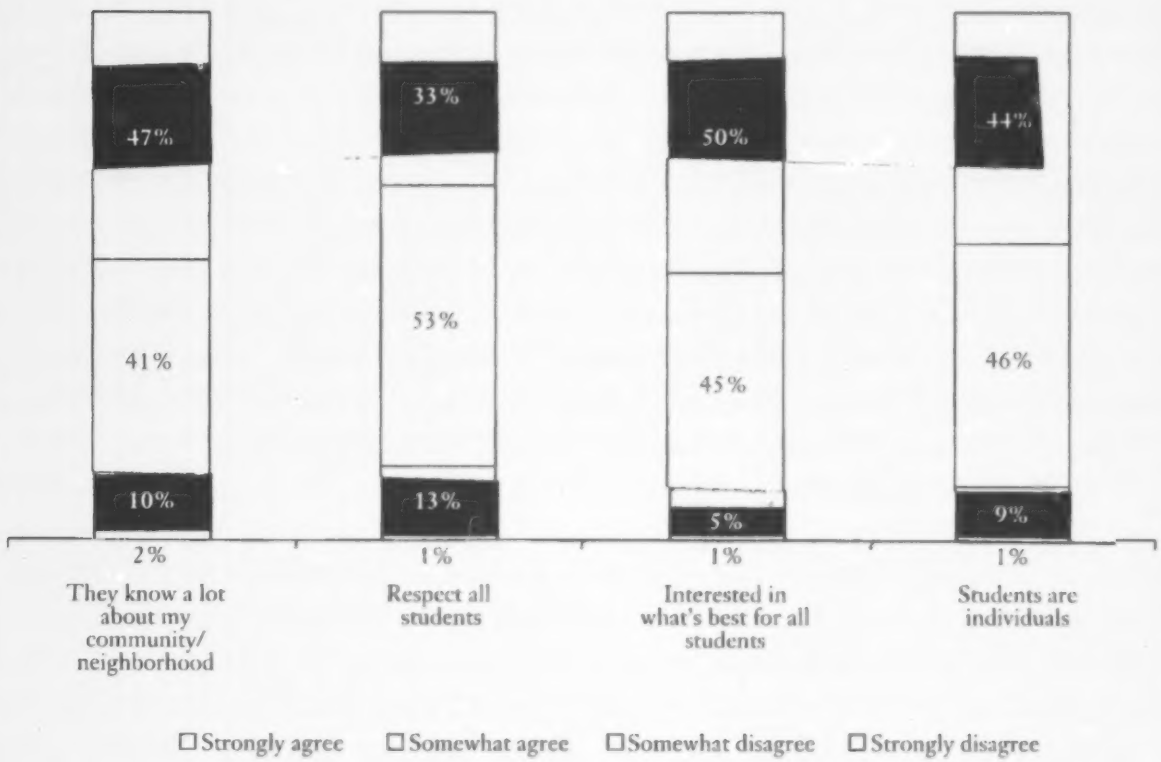

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Exhibit 3.4

Teachers' Descriptions of Teachers by Demographics

Q331 How much do you agree or disagree with the following statements about the teachers in your school?

Base: All qualified teachers

% Strongly Agree

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
They are interested in what's best for all the students	50	51	40	52	45	56	47	51
They know a lot about the surrounding community or neighborhood	47	50	43	47	51	40	34	53
They think about students as individuals, and not as part of some group	44	41	36	36	42	49	38	46
They respect all their students	33	35	26	33	30	37	30	34

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
They are interested in what's best for all the students	50	49	51	50	54	39	46	62	44	48
They know a lot about the surrounding community or neighborhood	47	49	51	41	56	38	34	56	47	44
They think about students as individuals, and not as part of some group	44	44	44	44	49	38	34	58	41	40
They respect all their students	33	33	33	33	37	31	23	40	28	32

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Exhibit 3.5

Teachers' Knowledge of Individual Students

Q321 How much do you agree or disagree with the following statements?
Base: All qualified teachers (n=1111)

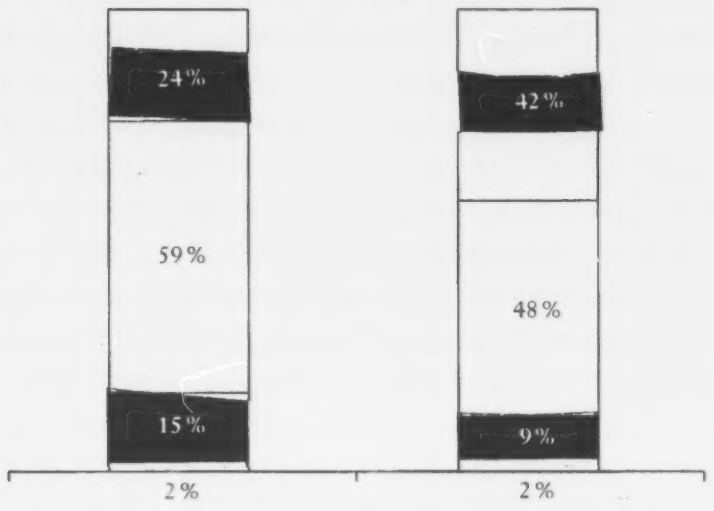

Exhibit 3.6
Teachers' Knowledge of Individual Students by Demographics

Q321 How much do you agree or disagree with the following statements?
Base: All qualified teachers

% Strongly Agree

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
I know what's going on in my students' lives outside of school	24	27	23	26	28	17	23	25
I am able to teach to my students' individual strengths and weaknesses	42	36	37	41	40	46	45	41

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
I know what's going on in my students' lives outside of school	24	27	23	32	24	25	26	31	20	24
I am able to teach to my students' individual strengths and weaknesses	42	45	40	42	41	40	44	38	43	43

Communication Between Teachers and Students

Students report that one-on-one conversations with their teachers do not occur frequently – either about negative or positive, current or future aspects of their schoolwork or lives. Students speak with their teachers one-on-one about the following issues once a week or more:

- How they are doing well in school (9%);
- How they are **not** doing well in school (8%);
- Their interests and things that are important to them (7%);
- Interrupting or not behaving well in class (7%); and
- Their plans for college or work after high school (5%). (Exhibit 3.7)

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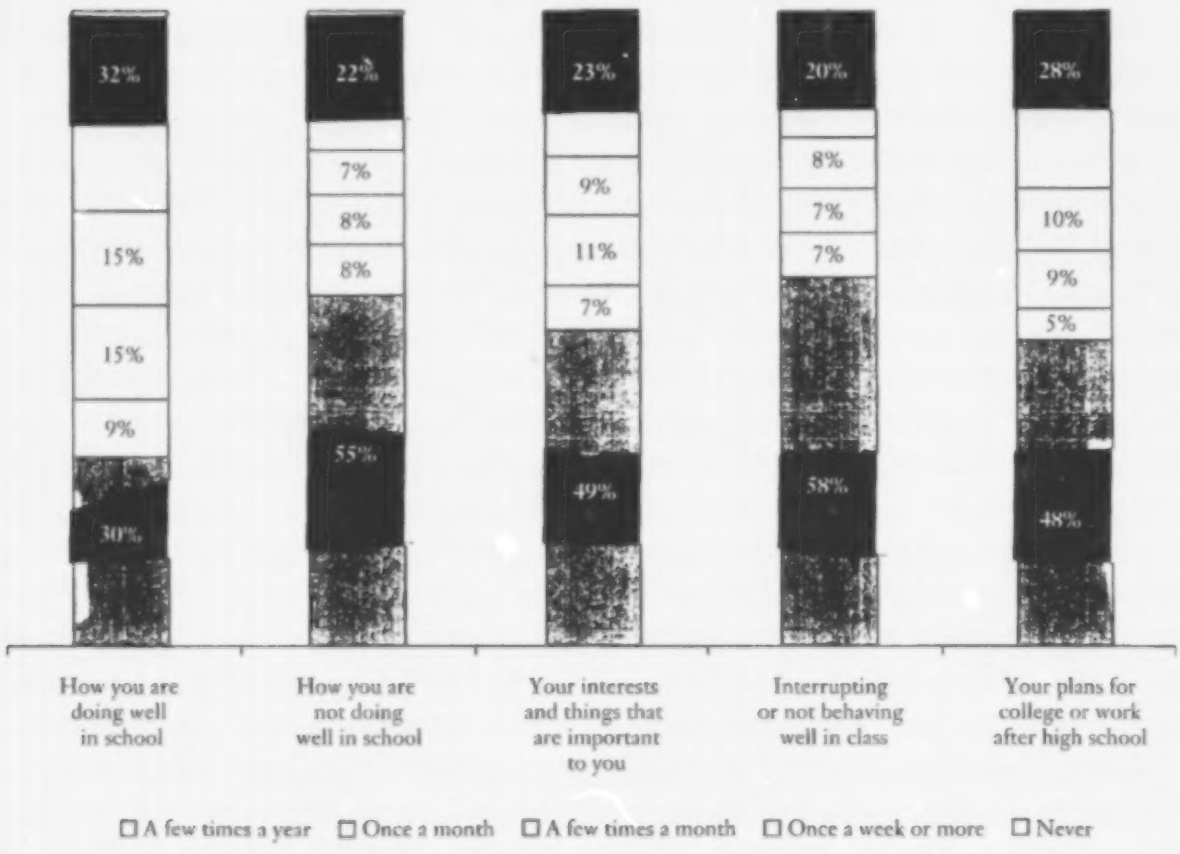
Even more striking are the numbers of students who report **never** speaking with their teachers about these issues:

- Interrupting or not behaving well in class (58%);
- How they are not doing well in school (55%);
- Their interests and things that are important to them (49%);
- Their plans for college or work after high school (48%); and
- How they are doing well in school (30%). (Exhibit 3.7)

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher, 2001 *found that only 27% of students were very satisfied with their relationships with their teachers.*

Exhibit 3.7
Students' Views of Individual Contact With Teachers

Q376 How often do your teachers speak with you one-on-one about...?
Base: All qualified students (n=2308)



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Conversations between teachers and students differ by gender and age. Girls are consistently more likely than boys to never have one-on-one conversations with their teachers about all five issues. Younger students are more likely than older students to never speak with their teachers about their plans for college or work after high school (61% vs. 32%) and their interests (53% vs. 43%). Older students are more likely than younger students to report that their teachers never speak to them about interrupting or not behaving well in class (66% vs. 51%). (Exhibit 3.8)

Teacher-student communication also differs by students' grades in school and family income/education level. Students who get D's and F's are more likely than "A" students to never speak with teachers about how well they are doing in school (40% vs. 27%), their future plans (69% vs. 45%) and their interests (70% vs. 45%). "A" students are more likely than those who get D's and F's to never speak with their teachers about how they are not doing well in school (70% vs. 21%) or misbehaving in class (45% vs. 62%). Children whose parents have no more than a high school education are more likely than those whose parents have a college degree to never speak with teachers about their plans for college or work after high school (54% vs. 44%). (Exhibit 3.8)

On average, students report having 3 adults at school they could go to with a problem. Boys report having more adults to turn to at school than do girls (3 vs. 2), as do older students compared to younger students (3 vs. 2). "A" students also have more adult connections than other students (3 vs. 2). (Exhibit 3.9)

DID YOU KNOW THAT. . . ? *U.S. schools have an average of one counselor for every 561 students. – U.S. Department of Education, 1999*

Exhibit 3.8

Students' Views of Individual Contact With Teachers

Q376 How often do your teachers speak with you one-on-one about...?
Base: All qualified students

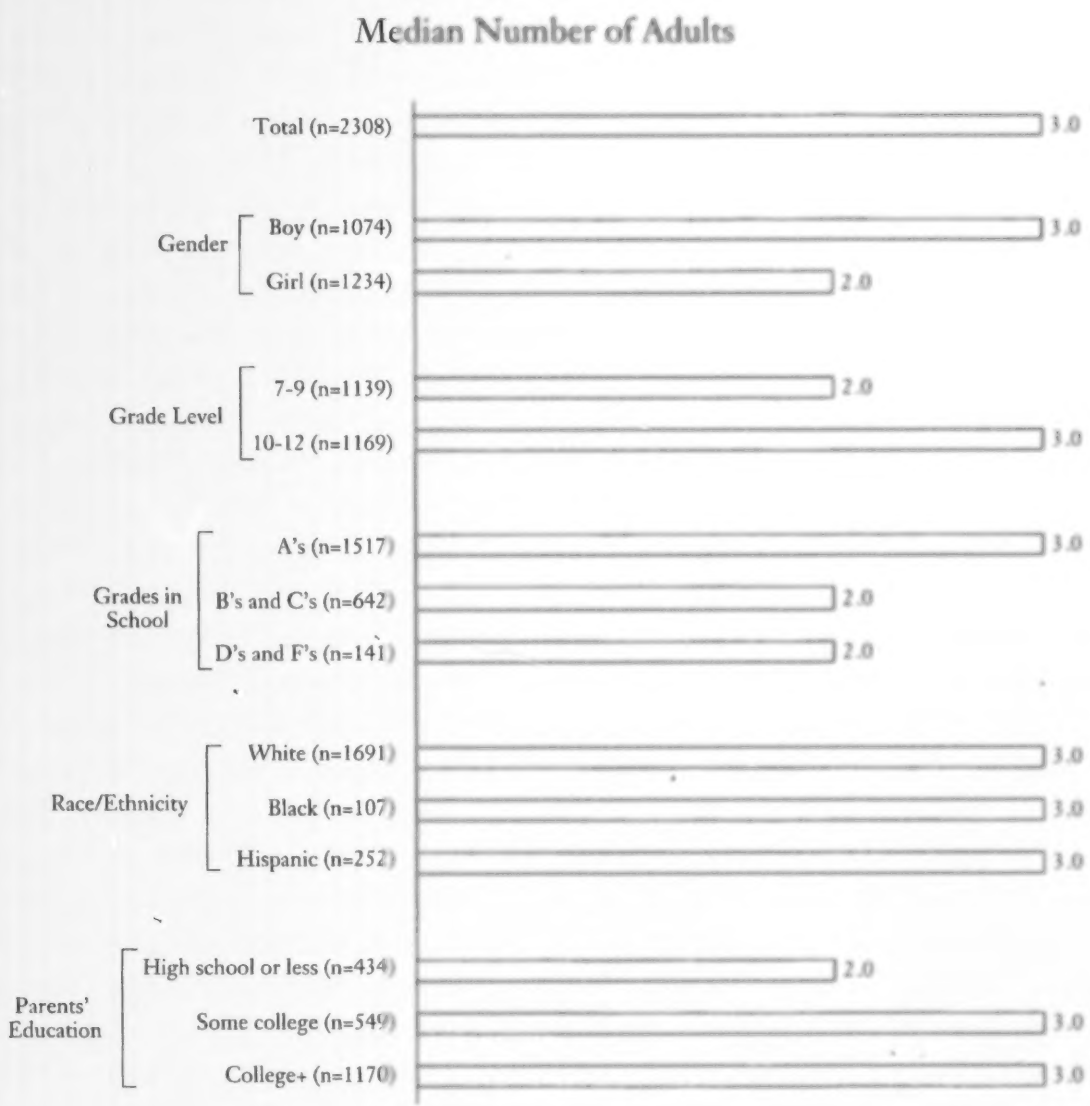
% Never

	Total	Gender		Grade Level		Grades in School		
		Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Interrupting or not behaving well in class	58	48	68	51	66	62	52	45
How you are not doing well in school	55	50	61	55	56	70	36	21
How you are doing well in school	30	27	32	30	29	27	31	40
Your interests and things that are important to you	49	46	52	53	43	45	51	70
Your plans for college or work after high school	48	46	50	61	32	45	47	69

	Total	Race/Ethnicity			Parents' Education		
		White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Interrupting or not behaving well in class	58	58	53	60	57	57	59
How you are not doing well in school	55	58	43	54	53	49	61
Your interests and things that are important to you	49	48	41	49	49	47	47
Your plans for college or work after high school	48	50	39	42	54	44	44
How you are doing well in school	30	30	26	28	32	28	27

Exhibit 3.9
Students' Opportunities for Adult Support

Q520 At school, how many adults are there (for example, teachers, principal, counselors, coaches) who you feel you could go to if you had a problem?
Base: All qualified students



Students' most common complaint about adults they know is that "they don't understand the pressures that people my age are under." One-quarter of students (24%) strongly agree with this statement, which is felt most by girls (28%), and students getting D's and F's (37%). In contrast to their agreement with this statement, students are half as likely to strongly agree that adults don't have respect for people their age

(12%). However, only a minority of students strongly agree that adults they know really listen to what people their age have to say (12%) and that they know about the responsibilities that people their age have (14%). (Exhibits 3.10 – 3.11)

Compared to students, a larger number of teachers report that they very often have conversations with students about these issues. Teachers report that they very often have individual discussions with students about the following:

- Good academic performance (31%);
- Not completing homework assignments (24%);
- Poor academic performance (23%);
- Interests and talents (22%);
- Plans for college or work after high school (22%);
- Disrupting class (22%); and
- Worries (15%).

Few teachers report never having such conversations with students. (Exhibits 3.12 – 3.13)

Exhibit 3.10
Students' Opinions of Adults

Q526 How much do you agree or disagree with the following about adults you know?
Base: All qualified students (n=2308)

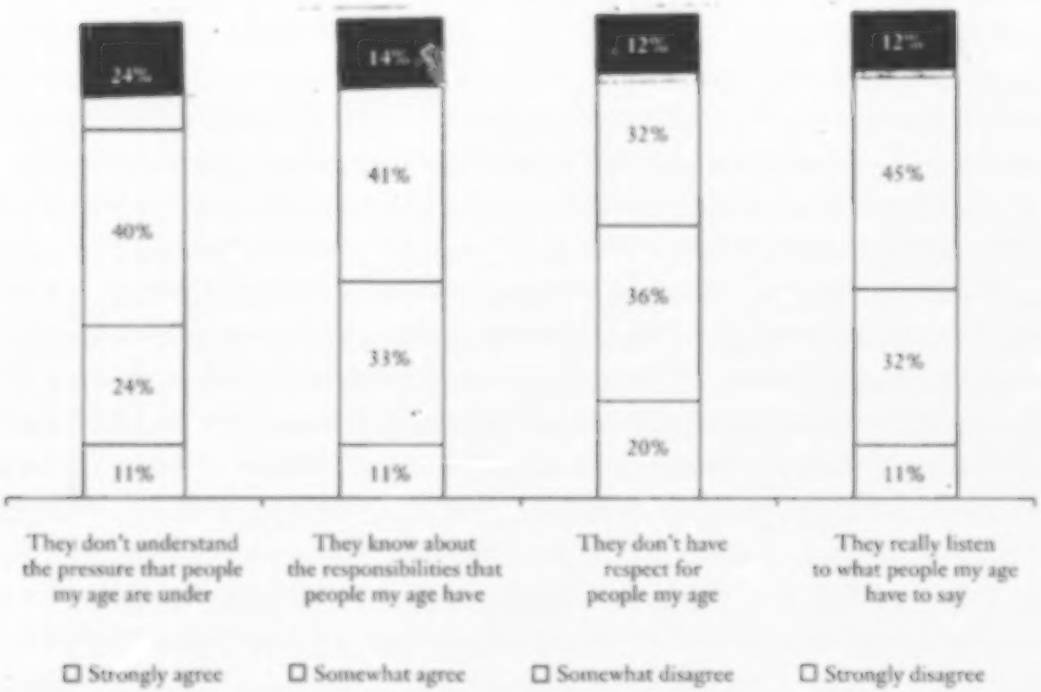


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Exhibit 3.11
Students' Opinions of Adults by Demographics

Q526 How much do you agree or disagree with the following about adults you know?
Base: All qualified students

% Strongly Agree

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
They don't understand the pressures that people my age are under	24	21	28	25	23	24	22	37
They know about the responsibilities that people my age have	14	15	13	16	11	13	14	18
They don't have respect for people my age	12	12	11	14	9	9	12	29
They really listen to what people my age have to say	12	11	13	15	8	12	11	12

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
They don't understand the pressures that people my age are under	24	22	29	29	23	25	26
They know about the responsibilities that people my age have	14	12	23	15	12	15	13
They don't have respect for people my age	12	12	9	14	14	12	10
They really listen to what people my age have to say	12	10	13	19	16	10	9

Exhibit 3.12

Teachers' Views of Individual Contact With Students

Q531 How often do you have individual discussions with any of your students about their...?
Base: All qualified teachers (n=1111)

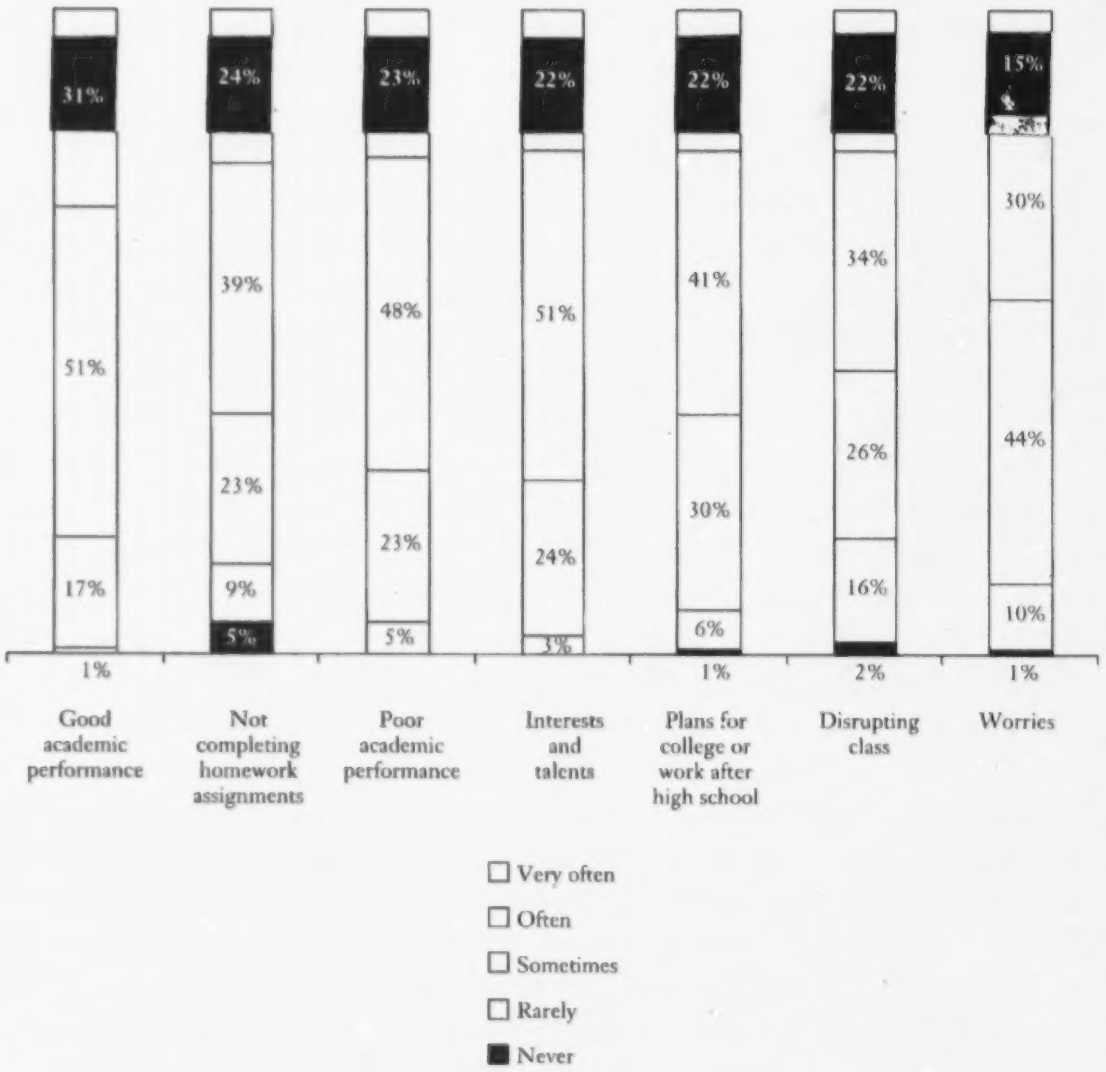

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Exhibit 3.13

Teachers' Views of Individual Contact With Students by Demographics

Q531 How often do you have individual discussions with any of your students about their...?
Base: All qualified teachers

% Never

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
Disrupting class	2	*	2	2	2	2	2	2
Good academic performance	*	-	-	*	-	-	-	*
Not completing homework assignments	5	4	3	6	5	3	4	5
Poor academic performance	*	*	*	1	*	*	*	*
Plans for college or work after high school	1	2	-	2	*	1	1	1
Interests and talents	*	-	-	-	*	1	*	*
Worries	1	*	2	3	1	*	1	1

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
Disrupting class	2	2	2	*	1	2	1	2	1	2
Good academic performance	*	*	-	-	-	*	-	-	*	-
Not completing homework assignments	5	5	5	3	4	8	3	8	3	4
Poor academic performance	*	1	-	*	*	*	*	1	*	*
Plans for college or work after high school	1	1	1	1	1	*	*	1	1	*
Interests and talents	*	*	*	-	*	*	*	*	-	*
Worries	1	1	1	1	1	1	1	1	*	2

* Less than 0.5%

TEACHERS SPEAK OUT

How can parents and teachers work together most effectively to help students succeed in school?

"By supporting each other when decisions are made about a student's education rather than trying to cast blame..."
(Teacher in small town school)

~

"There must be open communication about both positive and negative aspects of a student's performance."
(Teacher in small town school)

~

"Work together to not be defensive."
(Teacher in inner city school)

~

"Until the importance of education is taught from a very young age, the youth will not believe there is a better way in life."
(Teacher in inner city school)

Teachers report that they very often speak with parents about their child's:

- Poor academic performance (14%);
- Good academic performance (11%);
- Disrupting class (10%);
- Not completing homework assignments (7%);
- Plans for college or work after high school (7%);
- Interests and talents (6%); and
- Worries (4%). (Exhibit 3.14)

DID YOU KNOW THAT. . . ? *Previous surveys in this series have also documented infrequent parent-teacher communication. In* The MetLife Survey of the American Teacher, 1998, *a number of students indicated a lack of communication between their parents and teachers. One-quarter of students (27%) indicated that their parents never spoke on the phone with a teacher or school official, and 20% indicated that their parents never met with a teacher or school official one-on-one.*

MORE TO COME. . . *Most students do report that their parents know whether or not they are doing well in school, although slightly fewer than half report that their parents know who their favorite teachers are (see Chapter 7).*

Exhibit 3.14
Frequency of Teacher-Parent Conversations

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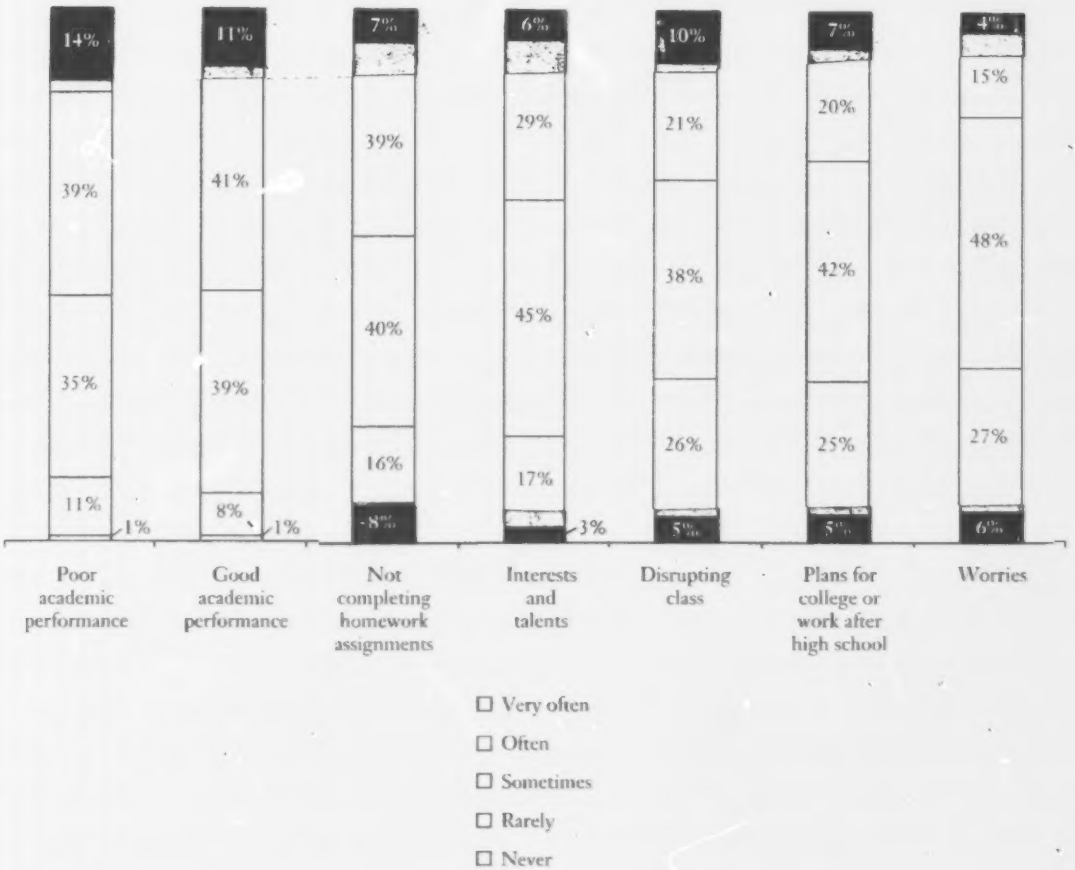
Q511 How often do you speak to any of your students' parents about their child's...?
Base: All qualified teachers (n=1111)



Teachers with more than 25 years of experience are more likely than those with five years or less experience to very often or often speak with parents about their child's good academic performance (54% vs. 41%) and their interests and talents (37% vs. 21%). Teachers in schools with mostly low-income students are more likely than those with few low-income students to very often or often speak with parents about poor academic performance (65% vs. 52%). Teachers in schools with mostly minority students are more likely than those in schools with few minority students to very often or often speak with parents about poor academic performance (63% vs. 50%), but also about their child's plans for college or work after high school (41% vs. 28%). (Exhibit 3.15)

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Exhibit 3.15

Frequency of Teacher-Parent Conversations by Demographics

Q511 How often do you speak to any of your students' parents about their child's...?
Base: All qualified teachers

% Very Often/Often

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
Poor academic performance	53	70	49	47	53	55	58	51
Good academic performance	52	50	46	41	53	54	54	51
Not completing homework assignments	36	54	36	37	37	34	42	33
Interests and talents	35	35	28	21	37	37	33	26
Disrupting class	31	43	25	36	28	30	40	27
Plans for college or work after high school	27	22	25	17	30	27	26	27
Worries	19	25	20	16	23	14	20	19

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
Poor academic performance	53	52	49	65	50	53	63	52	55	53
Good academic performance	52	55	48	55	51	51	55	49	58	50
Not completing homework assignments	36	34	36	43	34	36	43	33	38	36
Interests and talents	35	41	32	31	36	35	30	35	39	33
Disrupting class	31	29	32	36	30	39	35	25	34	33
Plans for college or work after high school	27	28	25	28	28	32	41	26	27	28
Worries	19	22	16	26	17	25	20	19	18	20

CHAPTER 4

SKIPPING SCHOOL AND DROPPING OUT

STUDENTS SPEAK OUT

Why have you thought about dropping out of school?

"I've thought of dropping out of school because my teachers haven't made me feel comfortable or that I could come to them for help."
(12th grade girl)

~

"My girlfriend is having a baby and I need to support her and the baby."
(12th grade boy)

~

"Because I felt that the environment of my school was affecting me negatively. I hate the foul language the kids use and I hate the bad attitudes a lot of kids have."
(10th grade girl)

~

"I would like to make music or write poetry for a living and in school we mainly do math and science."
(8th grade boy)

Overview

One in five secondary students (20%) has considered dropping out of school. These students come from a range of backgrounds, although students with low grades and students with low income are more likely than "A" students and high-income students to have considered dropping out. Students who have considered dropping out of school are more likely than those who have not considered dropping out to have already begun skipping school for a variety of reasons, and potential drop-outs infrequently speak with teachers about their interests, although they frequently speak with them about not doing well in school and misbehavior.

Skipping School

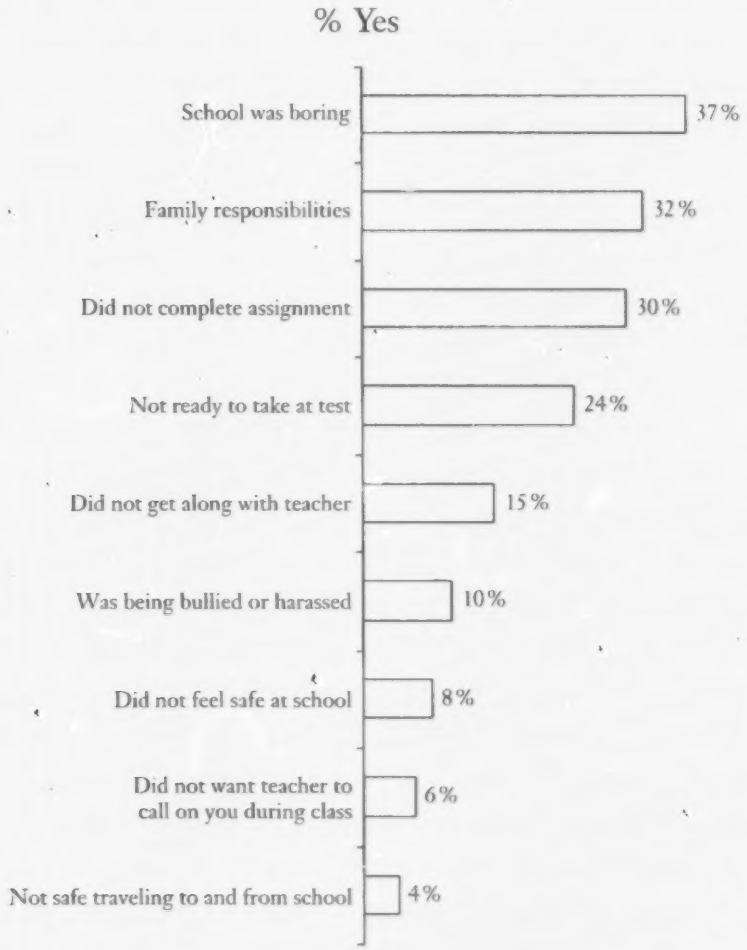
Students report having skipped school or a class for a variety of reasons. They most frequently cite the following as reasons they have skipped school:

- School was boring (37%);
- Family responsibilities (32%);
- Not completing an assignment (30%); and
- Not being ready to take a test (24%).

Furthermore, one in ten students (10%) have skipped school because they were being bullied or harassed and one in twelve (8%) have skipped school because they did not feel safe at school. (Exhibit 4.1)

Exhibit 4.1
Students' Reasons for Missing School

Q371 During the past two years, have you ever skipped a class or school because…?
Base: All qualified students (n=2308)



Girls are more likely than boys to have skipped school in several situations:

- School was boring (41% vs. 34%);
- They had family responsibilities (35% vs. 30%);
- They did not complete an assignment (36% vs. 24%);
- They did not feel ready to take a test (31% s. 18%);
- They were not getting along with a teacher (18% vs. 13%); and
- They were being bullied or harassed by other students (12% vs. 7%).

Students who are getting D's and F's are more likely than "A" students to skip school because school was boring (53% vs. 32%), they did not feel ready to take a test (36% vs. 21%) or they were not getting along with a teacher (32% vs. 11%). (Exhibit 4.2)

Exhibit 4.2
Students' Reasons for Missing School by Demographics

Q371 During the past two years, have you ever skipped a class or school because...?
Base: All qualified students

% Yes

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
School was boring	37	34	41	27	49	32	43	53
You had family responsibilities	32	30	35	26	40	31	36	25
You did not complete an assignment	30	24	36	21	39	28	30	37
You did not feel ready to take a test	24	18	31	15	34	21	27	36
You were not getting along with a teacher	15	13	18	13	18	11	20	32
You were being bullied or harassed by other students	10	7	12	11	8	7	13	9
You did not feel safe at school	8	6	10	8	8	6	11	11
You didn't want your teachers to call on you in class	6	5	7	5	6	4	8	12
You did not feel safe traveling to and from school	4	3	5	4	5	2	7	5

Exhibit 4.2 (cont'd)
Students' Reasons for Missing School by Demographics

Q371 During the past two years, have you ever skipped a class or school because...?
Base: All qualified students

% Yes

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
School was boring	37	40	29	37	39	41	35
You had family responsibilities	32	36	22	30	34	33	32
You did not complete an assignment	30	31	27	26	28	32	30
You did not feel ready to take a test	24	26	16	25	21	26	26
You were not getting along with a teacher	15	15	15	18	17	17	14
You were being bullied or harassed by other students	10	10	7	5	14	11	8
You did not feel safe at school	8	9	4	8	15	8	5
You didn't want your teachers to call on you in class	6	6	3	7	7	5	6
You did not feel safe traveling to and from school	4	4	*	7	8	2	3

* Less than 0.5%

Dropping Out of School

One in five secondary school students (20%) has thought about dropping out of school. Of these, more than eight in ten (82%) have not talked to a teacher about dropping out or things they can do to stay in school. Gender and race do not distinguish students who have considered dropping out of school. However, students who are getting D's and F's are nearly five times as likely as "A" students to have thought about dropping out of school (57% vs. 12%). Furthermore, students whose parents have no more than a high school education are more likely than those whose parents have a college degree to have considered dropping out (24% vs. 18%). (Exhibits 4.4 – 4.5)

Students are most likely to mention the following reasons for thinking about dropping out of school:

- School was boring (76%);
- They weren't learning anything (42%);
- They needed to work for money (25%); and
- They had no friends at school (21%). (Exhibit 4.6)

Exhibit 4.3
Dropping Out

Q387 Have you ever thought about dropping out of school?
Base: All qualified students (n=2308)

Q395 Have you ever talked to a teacher about dropping out of school or things you can do to stay in school?
Base: Thought about dropping out (n=404)

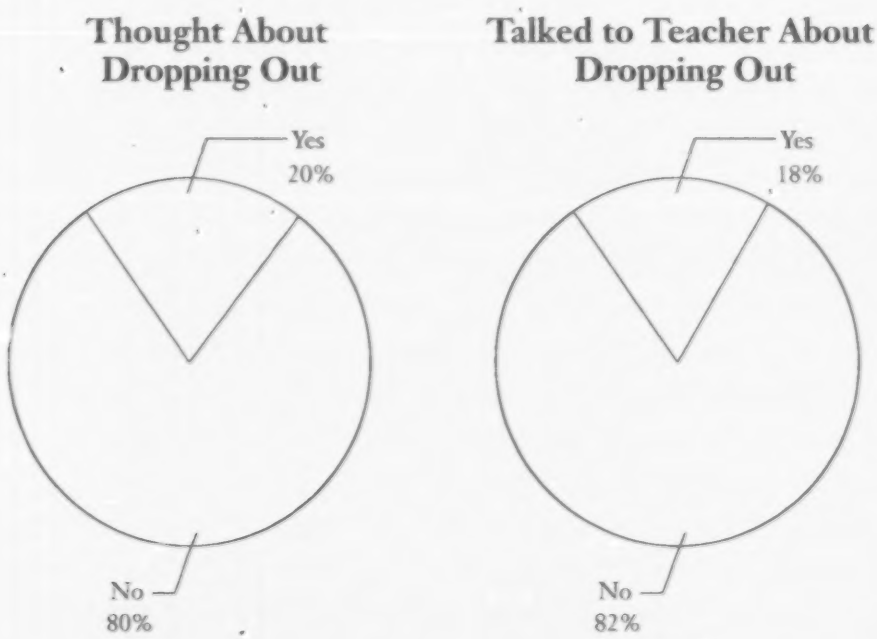


Exhibit 4.4
Thoughts of Dropping Out by Demographics

Q387 Have you ever thought about dropping out of school?
Base: All qualified students

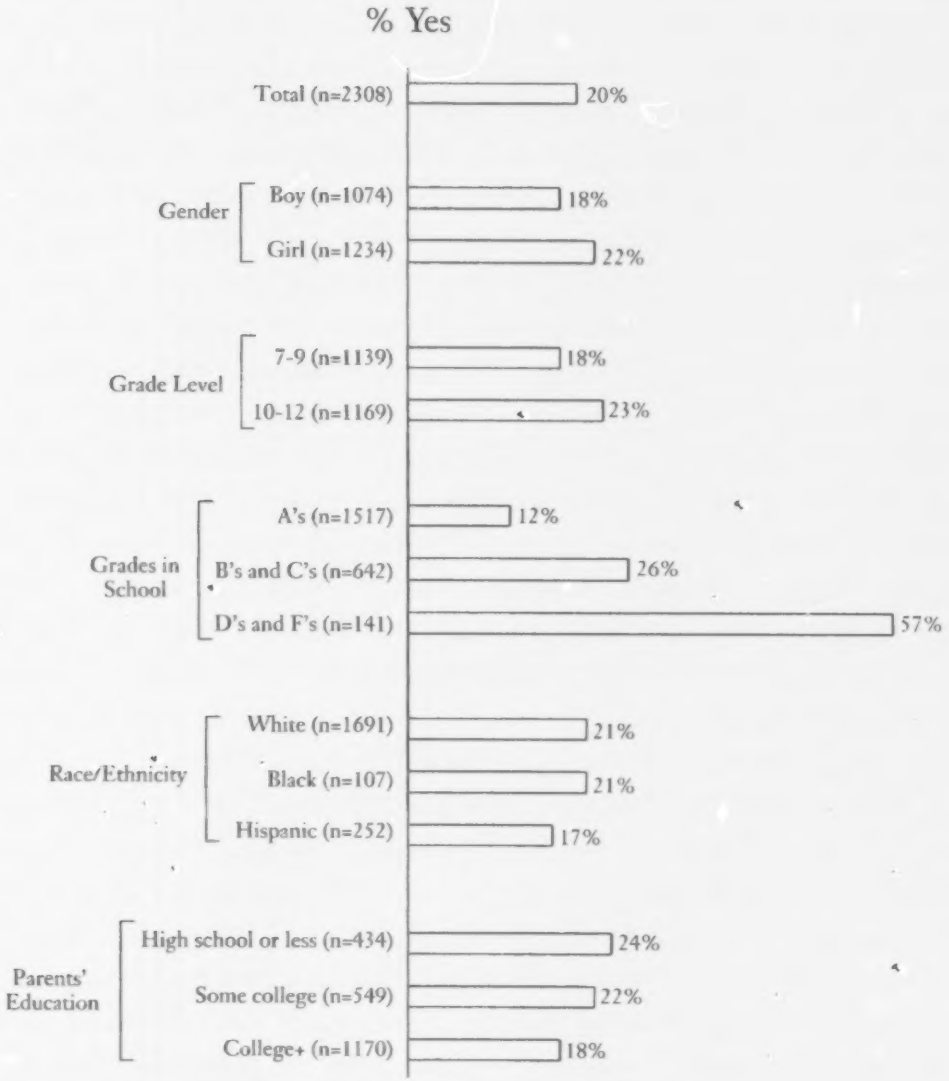


Exhibit 4.5

Discussions With Teachers About Staying in School

Q395 Have you ever talked to a teacher about dropping out of school or things you can do to stay in school?

Base: Thought about dropping out

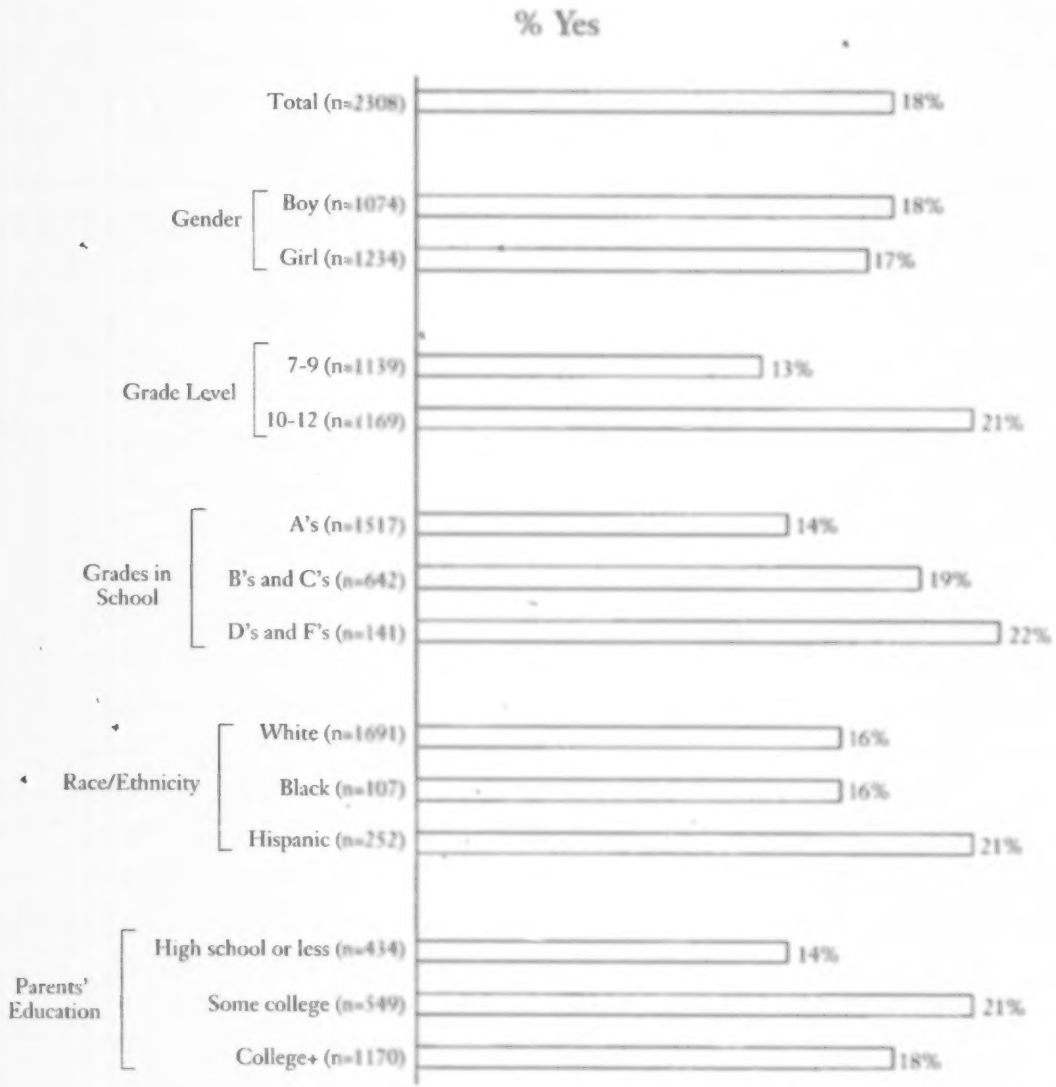


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Exhibit 4.6
Students' Reasons for Thinking of Dropping Out

Q390 Why have you thought about dropping out of school?
Base: Thought about dropping out (n=404)

Although two in ten students report having thought about dropping out, teachers believe that only 12.7% of their students have considered dropping out of school. On average, teachers have spoken with 13.5 students about dropping out of school or things they can do to stay in school. Teachers in schools with high proportions of low-income students and minority students report the highest percentages of students who have considered dropping out (24.3% and 19.6%, respectively) and have spoken to the most students about this issue (25.8 and 24.8, respectively). (Exhibits 4.7 – 4.8)

DID YOU KNOW THAT. . . ? *In the current survey, teachers appear to underestimate the dropout problem, a finding that is consistent with past research. In* The MetLife Survey of the American Teacher, 1995, *only 6% of teachers said that absenteeism was a very serious problem at their school, and only 10% of teachers said that the number of dropouts was a very serious problem at their school.*

Exhibit 4.7
Teachers' Estimates of Students Considering Dropping Out

Q630 What percentage of your current students have ever considered dropping out of school?
Base: All qualified teachers

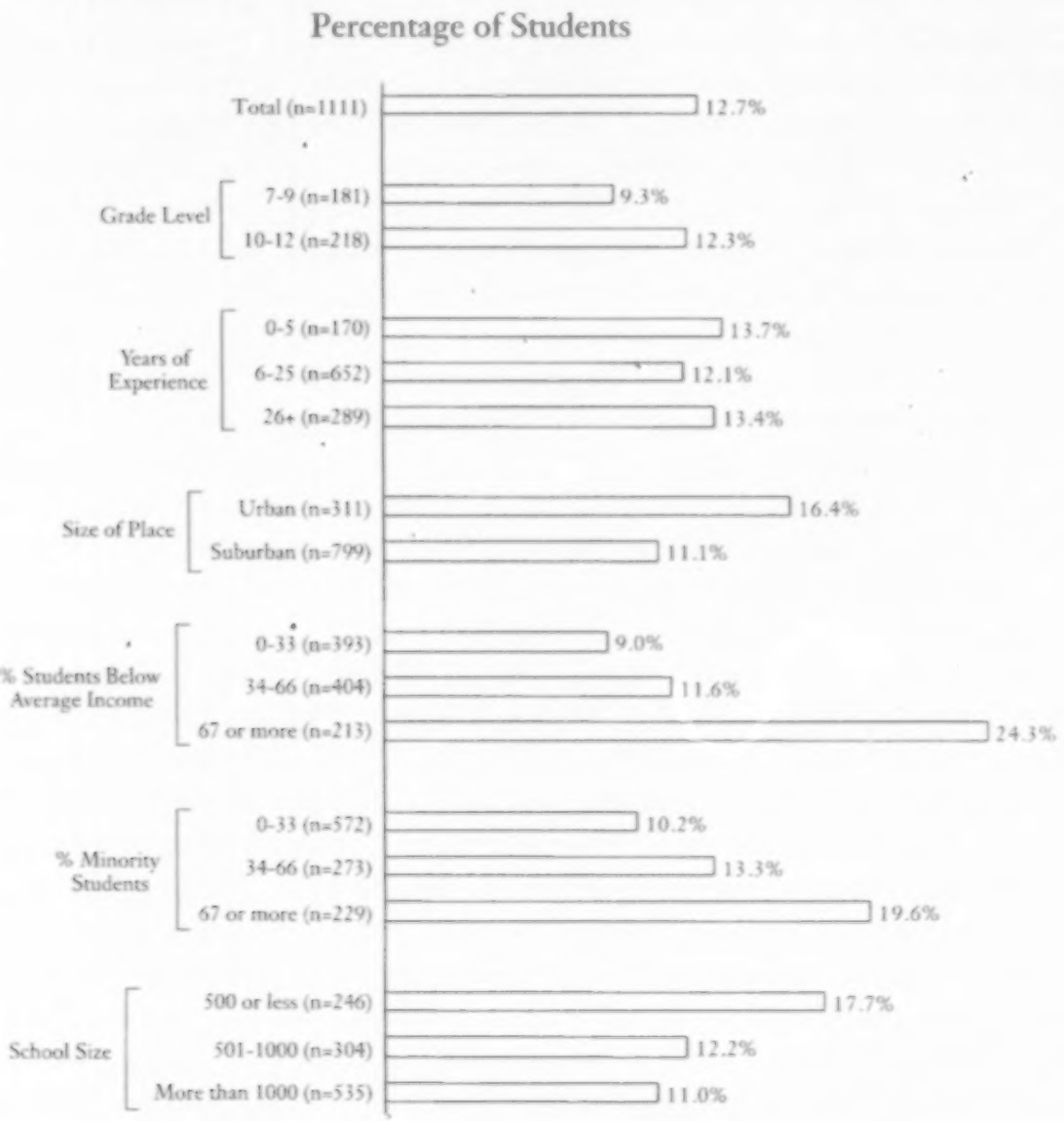
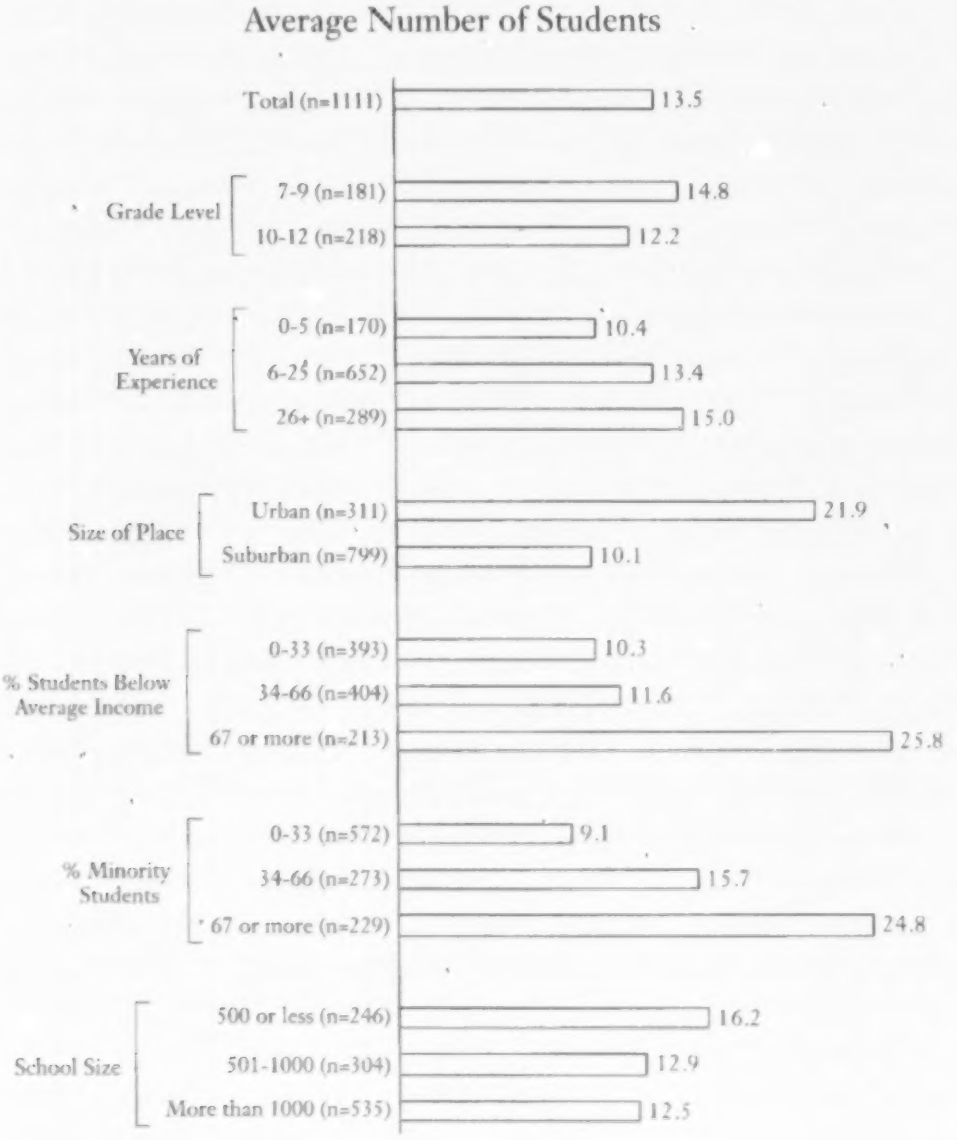


Exhibit 4.8

Teachers' Discussions With Students About Staying in School

Q540 During the past year, how many students have you talked with about dropping out of school or things they can do to stay in school?

Base: All qualified teachers



Profile of Potential Drop-Outs

The students who have considered dropping out of school are more likely to be girls than boys (53% vs. 47%). They are predominantly White (68%) and from suburban or rural schools (70%). (Exhibit 4.9)

Potential drop-outs are more likely than others to have skipped school already. Students who have considered dropping out are also more likely than others to have skipped school because of a variety of reasons, including:

- School was boring (63% vs. 31%);
- They did not complete an assignment (47% vs. 25%);
- They did not feel ready to take a test (43% vs. 20%);
- They had family responsibilities (38% vs. 31%);
- They were not getting along with a teacher (33% vs. 11%);
- They were being bullied by other students (22% vs. 6%);
- They did not feel safe at school (16% vs. 6%); and
- They didn't want their teacher to call on them in class (15% vs. 3%). (Exhibit 4.10)

Exhibit 4.9

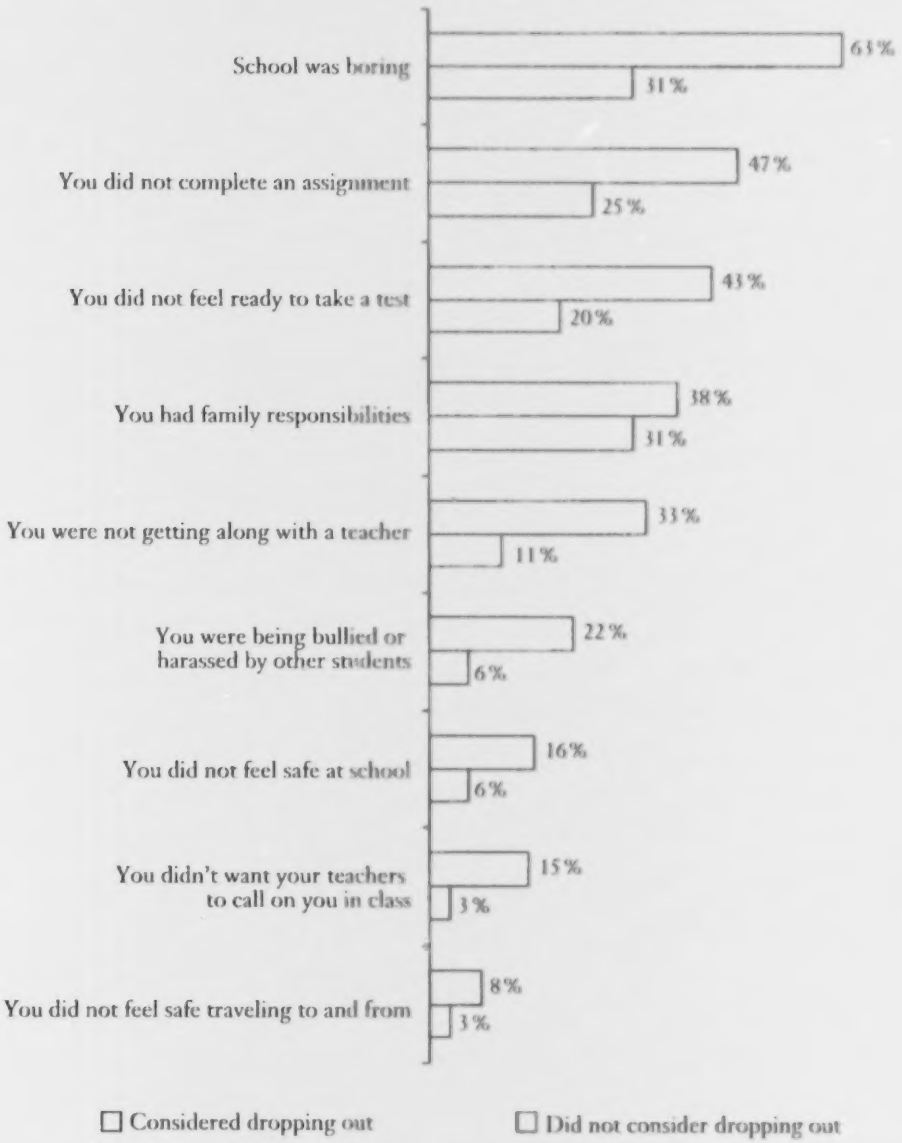
Demographic Profile of Students Who Considered Dropping Out

	Total	Considered Dropping Out: Yes	Considered Dropping Out: No
Base:	2308	404	1904
	%	%	%
Gender			
Boy	51	47	52
Girl	49	53	48
Grade level			
7th – 9th	52	46	54
10th – 12th	48	54	46
Size of place			
Urban	31	30	31
Suburban/rural	69	70	69
Race/ethnicity			
White	66	68	66
Black	11	12	11
Hispanic	14	12	15
Parents' education			
High school or less	22	27	21
Some college	24	26	24
College or more	48	41	48
Language at home			
English	91	95	90
Other language	7	4	7

Exhibit 4.10

Associations Between Skipping School and Thoughts of Dropping Out

Q371 During the past two years, have you ever skipped a class or school because . . . ?
Base: All qualified students (n=2308)



Potential drop-outs differ from those who have not considered dropping out in the nature of their relationships with teachers as well. Those who have considered dropping out are more likely than others to speak with a teacher one-on-one once a week or more about how they are not doing well in school (16% vs. 6%) and about interrupting or not behaving well in class (14% vs. 5%). Potential drop-outs are also more likely than others to have never spoken with a teacher about their interests and things that are important to them (58% vs. 46%). (Exhibit 4.11)

DID YOU KNOW THAT. . . ? *On average, high school dropouts are more likely to be unemployed than high school graduates. In addition, dropouts are more likely than graduates to earn less money when they eventually find work. – U.S. Department of Education, 1999*

High school dropouts are more likely to receive public assistance than high school graduates who do not go on to attend college. – U.S. Department of Education, 1998

Young women who drop out of high school are more likely than graduates to have children at younger ages, and they are more likely than high school graduates to be single parents. – U.S. Department of Education, 1996

High school dropouts make up a disproportionate percentage of the nation's prison and death row inmates. – U.S. Department of Justice, 1996

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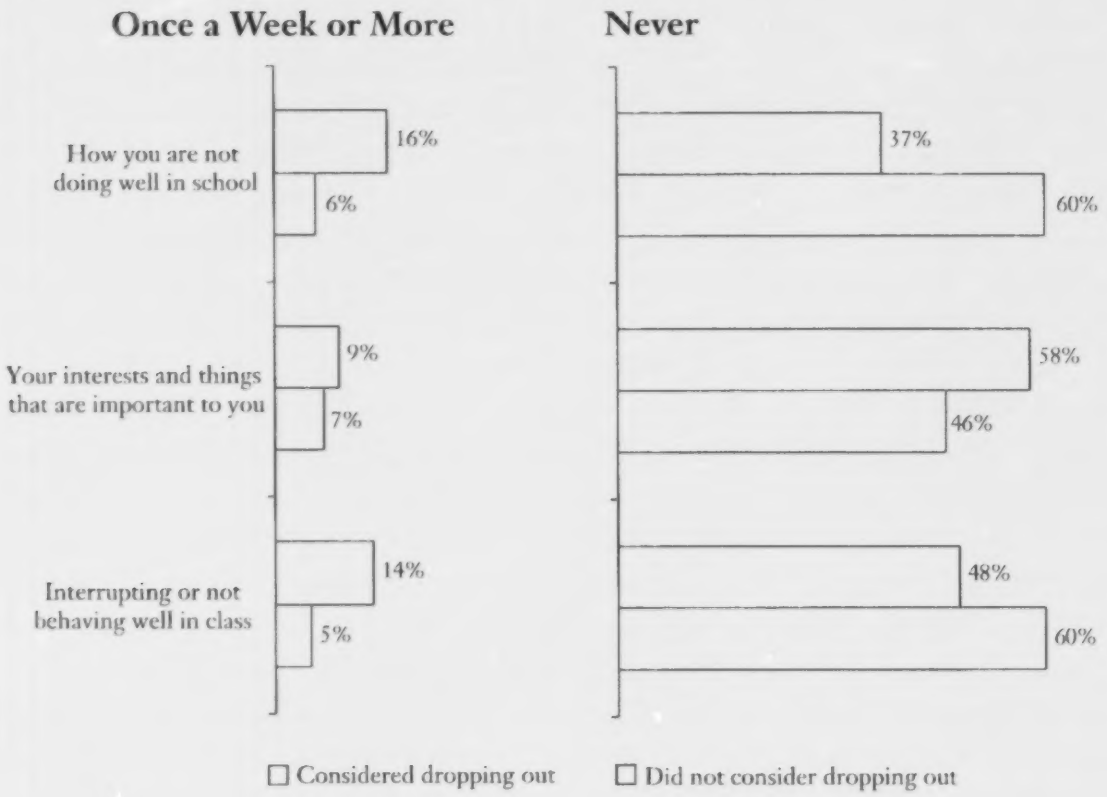
Exhibit 4.11

Teacher-Student Conversations by Drop-Out Considerations

Q376 How often do your teachers speak with you one-on-one about . . .?
Base: All qualified students (n=2308)



SECTION II:
THE COMMUNITY

CHAPTER 5

LIFE OUTSIDE OF THE CLASSROOM

STUDENTS SPEAK OUT

What would you do if you had an extra 3 hours in the day?

"I'd be online talking to all my best friends that I won't be seeing next year due to different high school choices."
(8th grade girl)

~

"I would most likely do some community work or tutoring in school..."
(8th grade girl)

~

"I think that I would spend more time with my friends; friends are one of the most important things."
(9th grade boy)

~

"I would play sports!"
(11th grade boy)

~

"Sleep"
(11th grade girl)

Overview

How do students evaluate life in their community? How do they spend their day when they are not in school or at home? And how are these aspects of students' lives related to school success?

One measure of success in school is receiving top grades. The current survey reveals that students who are succeeding in school by this measure lead active lives and feel supported by their communities. Students who receive As are more likely than those who are failing or barely passing to describe their neighborhood life as extremely or very happy. In addition, "A" students are involved in activities outside the classroom and beyond schoolwork. They are more likely than those who get lower grades to participate in such activities as sports, music and dance programs, and drama programs. Successful students work at jobs for fewer hours and spend less time hanging out with friends than do poor students. Teachers recognize this pattern – they are most likely to cite working for pay and hanging out with friends as interfering with students' success in school, and involvement in activities as promoting school success.

The Neighborhood

Students are only slightly more happy in their life in their community than they are at school. Almost four in ten students (37%) describe life in their neighborhood as extremely or very happy, compared to one-third (33%) of students who describe their school life this way. Boys and girls, as well as older and younger students, are equally likely to describe their neighborhood life as extremely or very happy. However, students' experiences do differ by socioeconomic factors such as minority status and parental education (a proxy for household income). Black (32%) and Hispanic (25%) students are less likely than White (41%) students to describe their neighborhood life as extremely or very happy. Students whose parents never went to college are less likely than those whose parents have at least a college degree to have a happy neighborhood life (33% vs. 43%). (Exhibits 5.1 – 5.2)

Also of note, the relationship between community life and school success is highlighted by the finding that "A" students are more likely than those with D's and F's to have a happy neighborhood life (39% vs. 23%). In a related matter, one in six students (16%) worry a great deal about being safe traveling to and from school. This concern is highest among girls (20%), Black students (24%), and among those doing poorly in school (24%). (Exhibits 5.2 – 5.4)

Exhibit 5.1
Students' Neighborhood Ratings

Q546-3 How would you describe life in your neighborhood?
Base: All qualified students (n=2308)

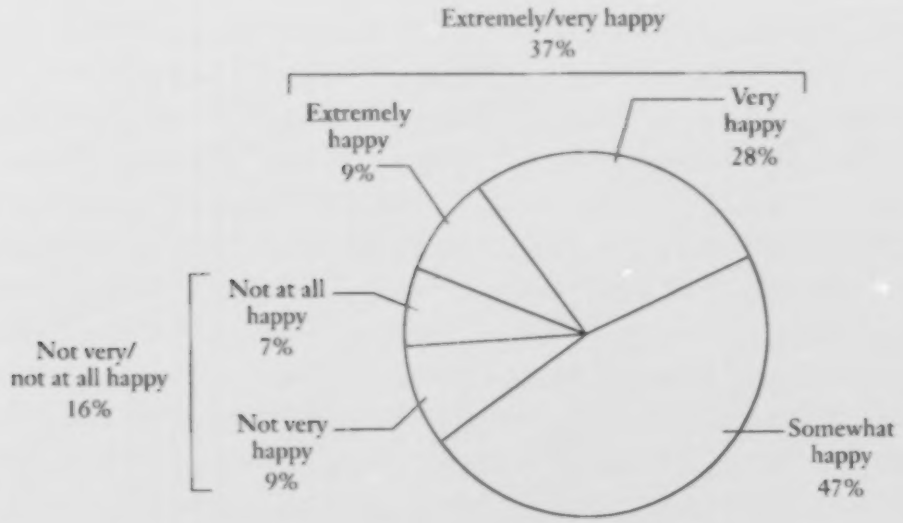


Exhibit 5.2
Students' Neighborhood Happiness

THE AMERICAN TEACHER 2002

Q546-3 How would you describe life in your neighborhood?
Base: All qualified students

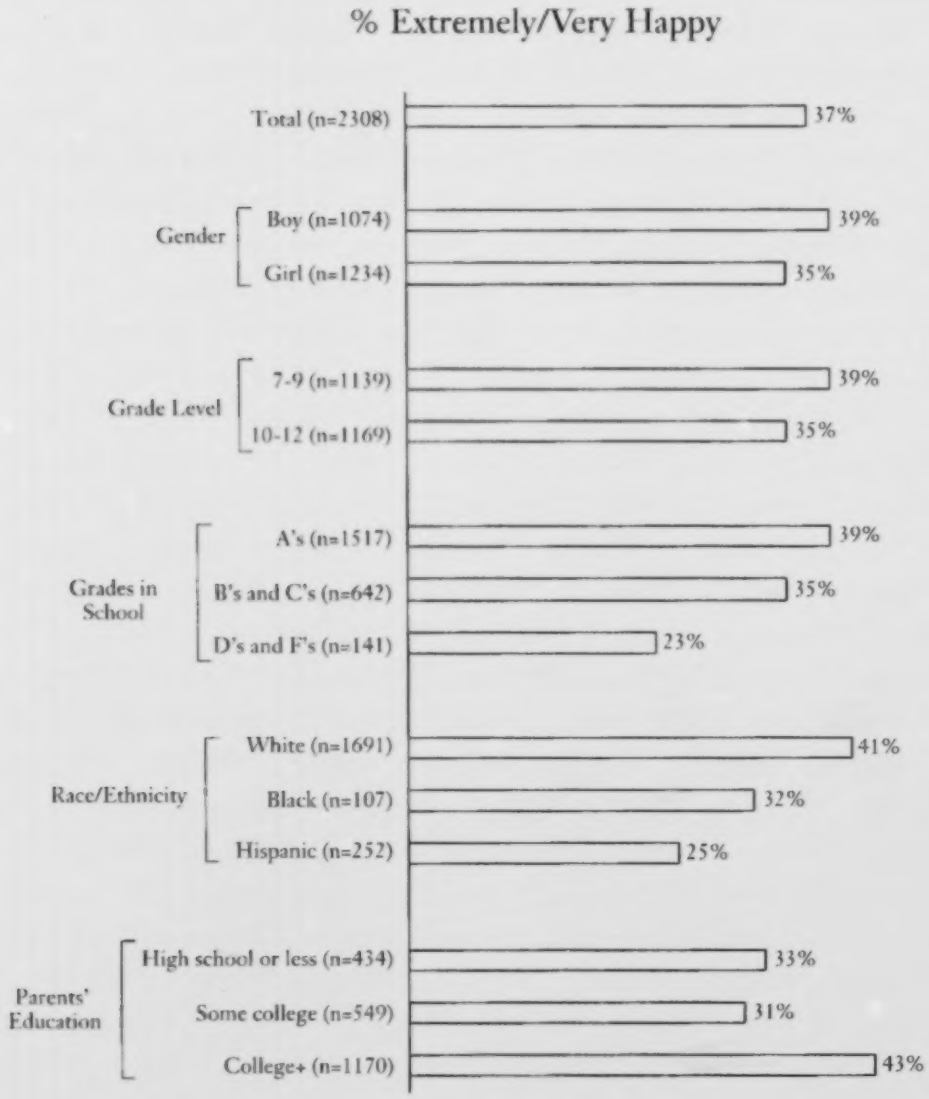


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Exhibit 5.3
Students' Worries About Traveling to School

Q535-5 How much do you worry about the following?
Base: All qualified students (n=2308)

Being Safe Traveling To and From School

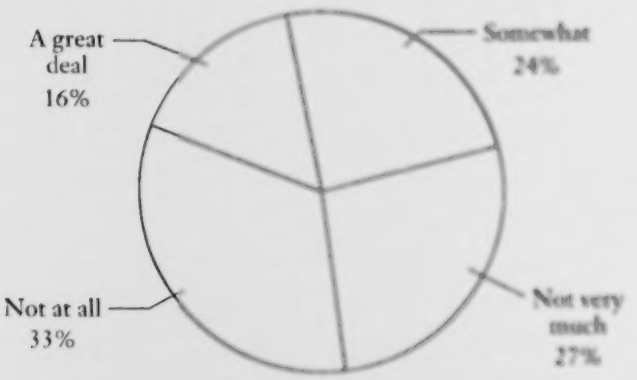


Exhibit 5.4
Students' Worries About Traveling to School by Demographics

Q535-5 How much do you worry about the following?
Base: All qualified students

Being Safe Traveling to and From School

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
A great deal/somewhat	40	34	46	41	39	37	45	42
A great deal	16	12	20	18	14	14	18	24
Somewhat	24	22	26	23	25	23	26	18
Not very much/not at all	60	66	54	59	61	63	55	58
Not very much	27	28	26	26	29	29	28	10
Not at all	33	37	28	33	32	33	28	48

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
A great deal/somewhat	40	38	52	44	47	42	33
A great deal	16	15	24	16	25	14	12
Somewhat	24	23	27	28	22	29	21
Not very much/not at all	60	62	48	56	53	58	67
Not very much	27	27	21	29	21	28	31
Not at all	33	35	27	26	32	29	36

Friends

As might be expected, teens report that friends play an important role in their lives. On a typical school day, almost nine in ten students (87%) spend at least some time hanging out with friends. Younger students are slightly more likely than older students to hang out with friends (89% vs. 85%). For those who do hang out with friends on school days, they typically spend 2 hours a day with their friends. This amount of time is similar among girls and boys, and older and younger students. However, students who get D's and F's spend twice the amount of time hanging out with friends as do "A" students. (Exhibits 5.5 – 5.6)

Nearly all students (93%), regardless of age or gender, wish they had more time for being with their friends. However, Hispanic and Black students are slightly less likely than White students to want more time with friends (88% vs. 92% vs. 95%). (Exhibit 5.7)

Students' worries also focus on their relationships with peers. More than one-quarter of students (28%) worry a great deal about being liked by other people their age. This is a greater concern among girls than boys (31% vs. 24%), and among younger than older students (34% vs. 21%). Hispanic students are less likely than White students to worry a great deal about being liked by peers (19% vs. 28%). This result is especially interesting taken in conjunction with the previously noted finding that Hispanic students are also less likely than White students to want more time to spend with friends. (Exhibits 5.8 – 5.9)

Exhibit 5.5
Student Activities

Q335 On a typical school day, how much time do you spend doing the following?
Base: All qualified students (n=2308)

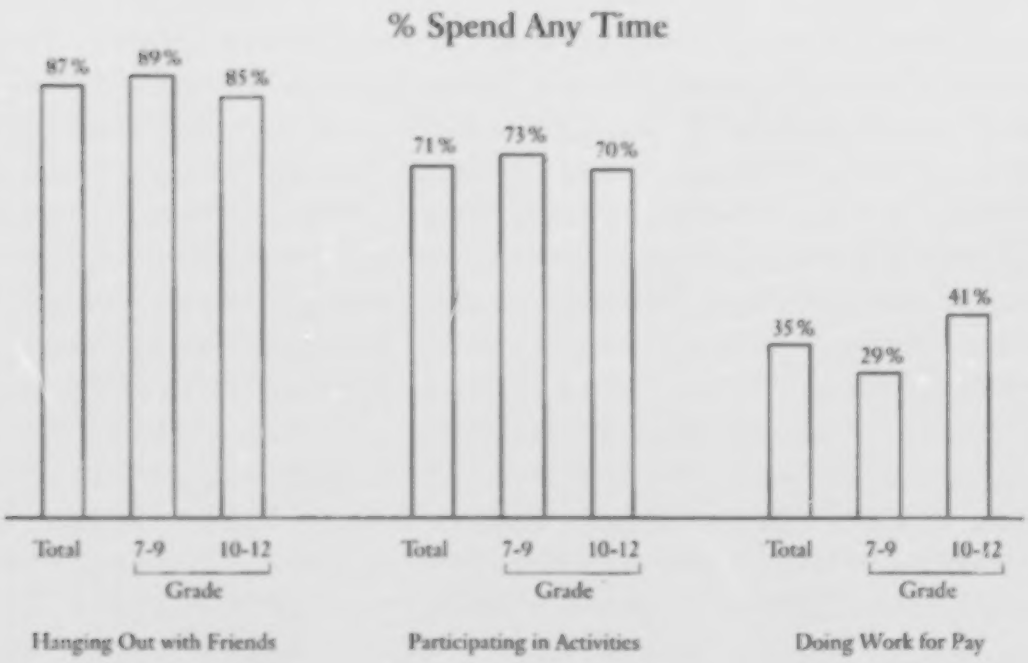


Exhibit 5.6
Amount of Time Spent on Activities

Q335 On a typical school day, how much time do you spend doing the following?
Base: Students do activity

Median Hours

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
	%	%	%	%	%	%	%	%
Doing work for pay (n=819)	3	3	3	2	4	3	3	4
Hanging out with friends (n=2006)	2	2	2	2.25	2	2	2.5	4
Participating in activities (n=1762)	2	2	2	2	2	2	2	2

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
	%	%	%	%	%	%	%
Doing work for pay (n=819)	3	3	4	3.5	3	3	3
Hanging out with friends (n=2006)	2	2	3	2	3	2.17	2
Participating in activities (n=1762)	2	2	2	2	2	2	2

Exhibit 5.7
More Time With Friends

Q346 Do you wish you had more time for the following?
Base: All qualified students

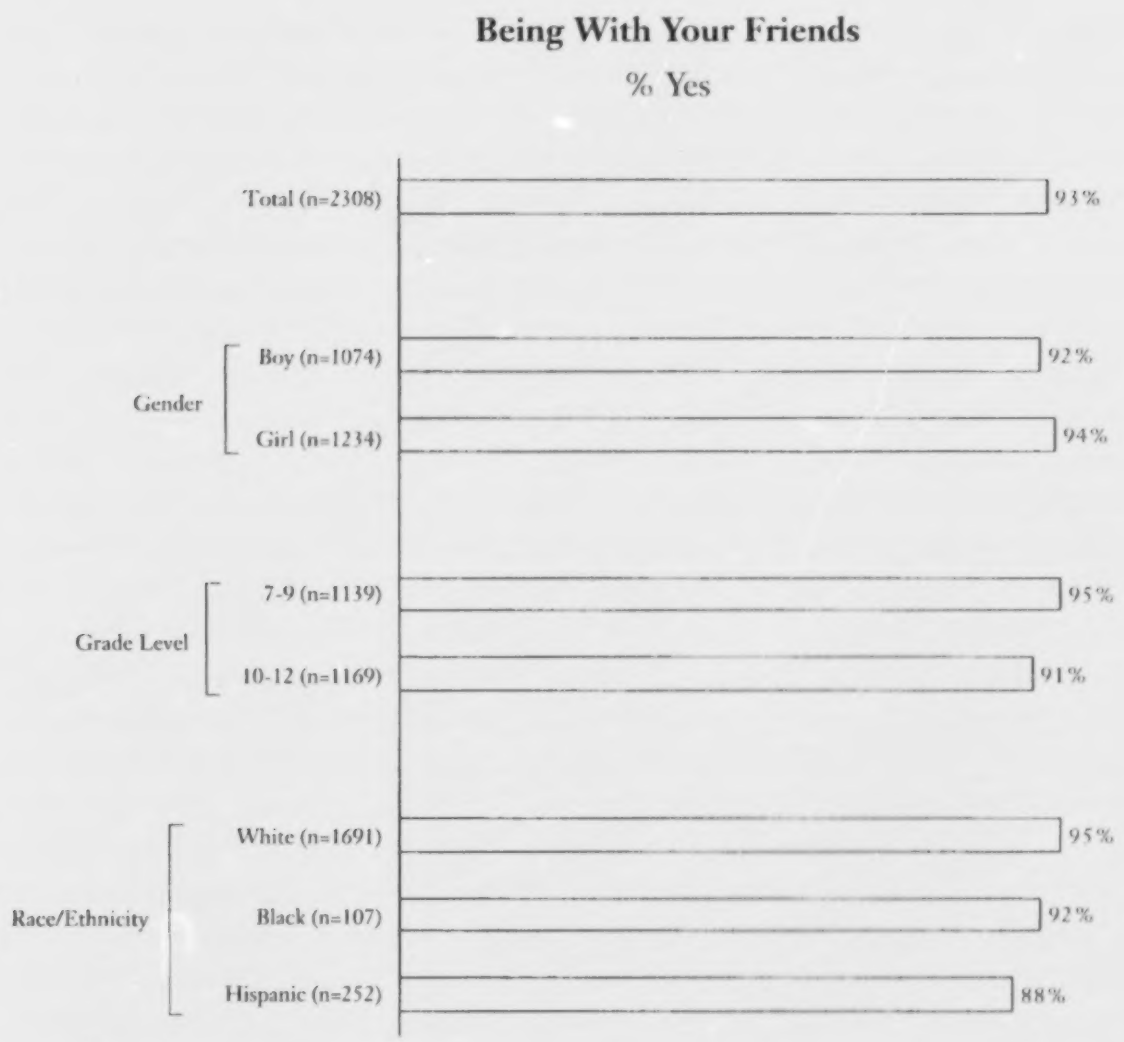
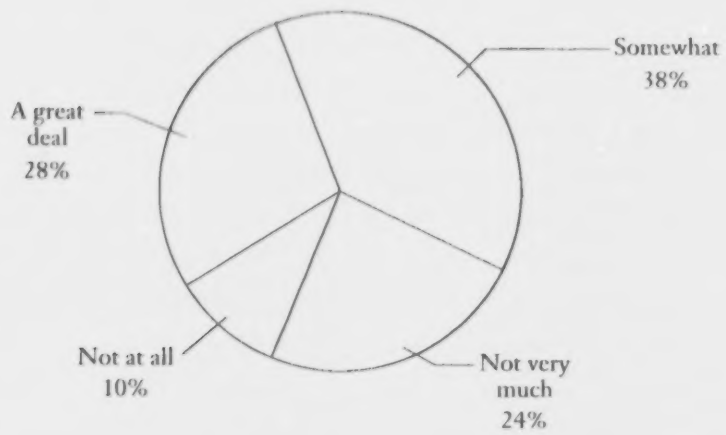


Exhibit 5.8
Students' Worries About Being Liked

THE AMERICAN TEACHER 2001

Q535-2 How much do you worry about the following?
Base: All qualified students (n=2308)

Being Liked by Other People Your Age



THE AMERICAN TEACHER 2002

Exhibit 5.9

Students' Large Amount of Worrying About Being Liked

Q535-2 How much do you worry about the following?
Base: All qualified students

Being Liked by Other People Your Age

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
A great deal/somewhat	66	65	67	69	63	67	65	64
A great deal	28	24	31	34	21	29	24	32
Somewhat	38	41	36	35	42	38	41	31
Not very much/not at all	34	35	33	31	37	33	34	36
Not very much	24	25	23	21	28	25	23	20
Not at all	10	10	10	10	9	8	11	16

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
A great deal/somewhat	66	68	52	58	61	63	71
A great deal	28	28	30	19	26	26	29
Somewhat	38	40	32	39	39	36	36
Not very much/not at all	34	32	37	42	38	37	29
Not very much	24	24	21	30	27	24	22
Not at all	10	8	16	13	11	13	8

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Time Spent on Activities

Groups, programs and other activities account for a sizable proportion of students' time. On a typical school day, seven in ten students (71%) spend time participating in activities other than being in school or doing homework or studying. Those students who participate in such activities typically spend two hours on a school day doing these activities. Furthermore, one-third of students work for pay on a typical school day. Older students are more likely than younger students to work on a school day (41% vs. 29%). Older students who work spend four hours working on a school day, twice the amount of younger students. Students who receive poor grades work longer hours than those who receive A's (4 hours vs. 3 hours, median). (Exhibits 5.5 – 5.6)

DID YOU KNOW THAT . . . *In May 2002, 46% of teens were in the workforce. This percentage is down from 47.6% in May 2001 and it is the lowest rate since 1970. – U.S. Department of Labor, 2002*

Opportunities for Activities

Students report that their greatest opportunity for participation in activities is in the area of sports. Nine in ten students (89%) report that there are opportunities for teens to participate in sports in their community or school. More than half report that teens have opportunities to participate in programs related to dance or music (67%), drama (57%), or schoolwork or homework (55%). (Exhibit 5.10)

Girls and boys report the same opportunities for teens to participate in sports, drama, schoolwork or homework programs. However, girls are more likely than boys to report that people their age have opportunities to participate in dance and music programs (70% vs. 64%). (Exhibit 5.11)

Older students are more likely than younger students to report that people their age have opportunities to participate in dance or music programs (71% vs. 63%), drama programs (67% vs. 48%) and art programs (54% vs. 41%). (Exhibit 5.11)

Race and ethnicity are also factors in the opportunities for activities that students report. White students are more likely than Black students to report opportunities in their school or community for teens to participate in drama (61% vs. 44%) or art (50% vs. 31%) programs. White students are more likely than Hispanic students to report opportunities in their school or community for teens to participate in sports (91% vs. 84%). However, Hispanic students are more likely than White students to have opportunities for schoolwork or homework programs (61% vs. 51%). (Exhibit 5.11)

Socioeconomic status also distinguishes students' opportunities for activities. Students whose parents have earned at least a college degree are more likely than those whose parents have a high school degree or less to report opportunities in the following areas: dance and music programs (72% vs. 61%), drama programs (63% vs. 52%), art programs (52% vs. 43%). However, they do not differ in the opportunities for sports activities and schoolwork or homework programs. (Exhibit 5.11)

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Finally, "A" students are more likely than failing or nearly failing students to be aware of opportunities to participate in activities. Students who receive A's are more likely than students who receive D's and F's to report that opportunities exist in their school or community for teens to participate in sports (93% vs. 76%), dance and music programs (73% vs. 44%), drama programs (63% vs. 39%), schoolwork or homework programs (59% vs. 39%), and art programs (53% vs. 31%). (Exhibit 5.11)

Exhibit 5.10
Students' Activity Opportunities and Participation

Q320 In your community or school, which of the following activities do people your age have opportunities to participate in, before or after school or on weekends?

Q325 Which of the following activities do you participate in, before or after school or on weekends?
Base: All qualified students (n=2308)

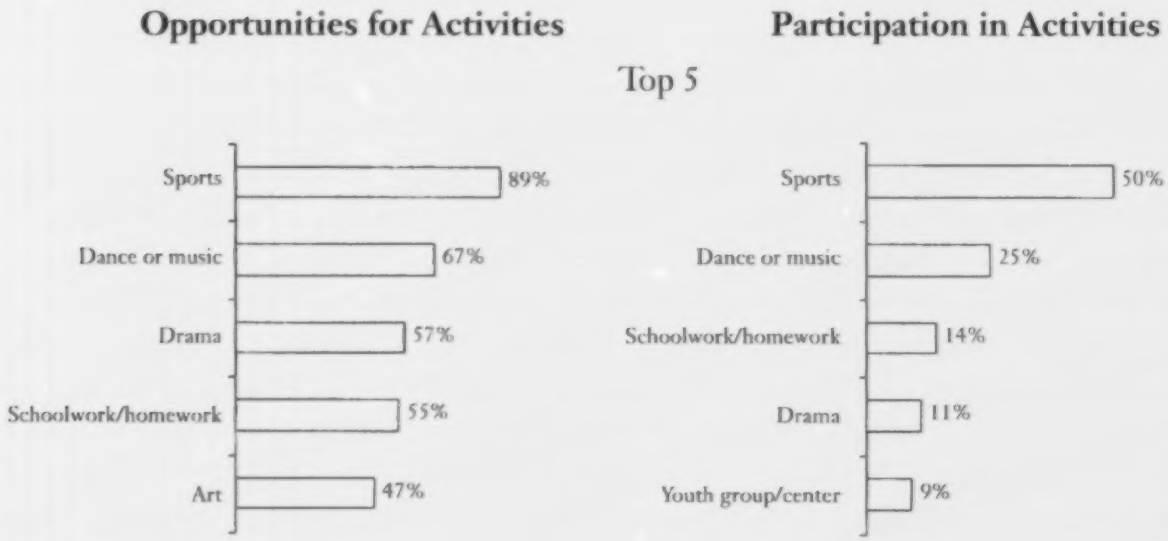

Exhibit 5.11
Students' Opportunities for Activities

THE AMERICAN TEACHER 2002

Q320 In your community or school, which of the following activities do people your age have opportunities to participate in, before or after school or on weekends?
Base: All qualified students

Top 5 Opportunities

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Sports activities	89	90	88	89	90	93	86	76
Dance and music programs	67	64	70	63	71	73	61	44
Drama programs	57	57	57	48	67	63	50	39
Schoolwork or homework programs	55	56	53	55	54	59	51	39
Art programs	47	50	45	41	54	53	41	31

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Sports activities	89	91	86	84	89	84	92
Dance and music programs	67	67	58	68	61	64	72
Drama programs	57	61	44	52	52	53	63
Schoolwork or homework programs	55	51	58	61	51	55	57
Art programs	47	50	31	46	43	44	52

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Participation in Activities

The activities in which students actually participate to an extent reflect the opportunities that are available. Students are most likely to participate in sports (50%), followed by dance or music (25%), schoolwork or homework programs (14%) and drama programs (11%). In addition, one in eleven students (9%) participates in youth groups or youth center programs before or after school or on weekends. (Exhibit 5.10)

Girls are more likely than boys to participate in dance or music (30% vs. 19%) or drama (14% vs. 9%) programs. Sports participation is more common among younger students than older students (55% vs. 44%), as is participation in dance and music programs (28% vs. 21%) and schoolwork or homework programs (16% vs. 11%). In contrast, older students are more likely than younger students to participate in youth groups or youth center programs (12% vs. 7%). (Exhibit 5.12)

As with opportunity, race and ethnicity and socioeconomic status are also factors in students' actual participation. Black students are more likely than White students to participate in schoolwork or homework programs (22% vs. 12%) and in sports (57% vs. 53%). White students are more likely than Hispanic students to participate in sports (53% vs. 32%) and drama programs (12% vs. 5%). (Exhibit 5.12)

Students whose parents have earned at least a college degree are more likely than those whose parents have a high school degree or less to report participating in sports (56% vs. 43%), dance and music programs (30% vs. 17%), and drama programs (15% vs. 8%). (Exhibit 5.12)

Students who receive A's are more likely than those receiving D's and F's to participate in these activities as well, with the exception of youth group or youth center programs. (Exhibit 5.12)

DID YOU KNOW THAT. . . ? *High school students who spend no time in extracurricular activities are: 57% more likely to have dropped out of school by the time they would have been seniors; 49% more likely to have used drugs; 37% more likely to have become teen parents; 35% more likely to have smoked cigarettes; and 27% more likely to have been arrested than those who spend one to four hours per week participating in activities.*
– U.S. Department of Health and Human Services, 1995

Exhibit 5.12
Students' Participation in Activities

THE AMERICAN TEACHER 2002

Q325 Which of the following activities do you participate in, before or after school or on weekends?
Base: All qualified students

Top 5 Activities

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Sports activities	50	51	48	55	44	56	45	26
Dance and music programs	25	19	30	28	21	30	19	8
Schoolwork or homework programs	14	12	15	16	11	16	10	5
Drama programs	11	9	14	12	11	15	8	3
Youth group/ center programs	9	10	8	7	12	10	7	13

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Sports activities	50	53	57	32	43	46	56
Dance and music programs	25	25	19	23	17	22	30
Schoolwork or homework programs	14	12	22	14	14	18	11
Drama programs	11	12	14	5	8	8	15
Youth group/ center programs	9	9	10	12	12	8	8

Visiting the Library

An activity that students **infrequently** participate in, compared to other activities, is visiting the library. Nearly half of students (49%) visit a library a few times a year or less, including 11% who never visit. Boys (54%), older students (54%) and students who are receiving D's and F's in school (65%) are more likely than girls (45%), younger students (45%) and "A" students (47%) to be infrequent visitors. White students are more likely than Black students (53% vs. 38%) to report that they rarely visit the library. Forty-seven percent of Hispanic Students report that they visit the library only a few times a year or never. (Exhibit 5.13 – 5.14)

Exhibit 5.13
Visiting a Library

Q331-2 How often do you do the following?
Base: All qualified students (n=2308)

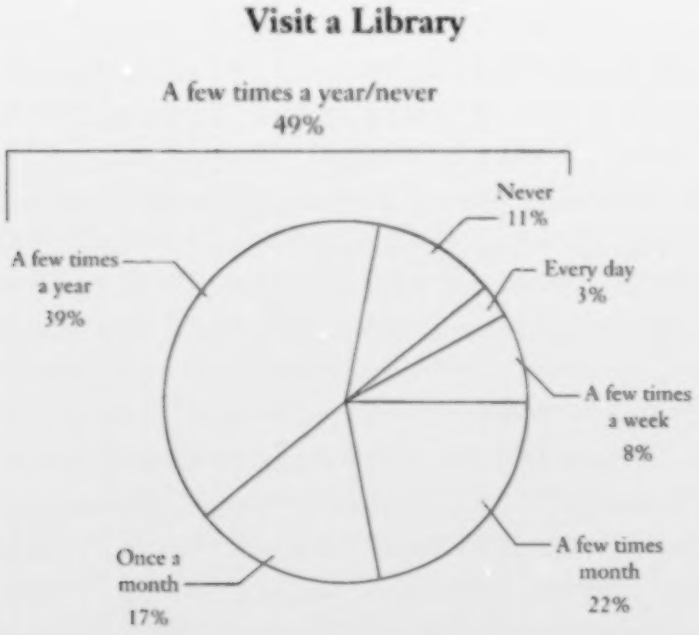
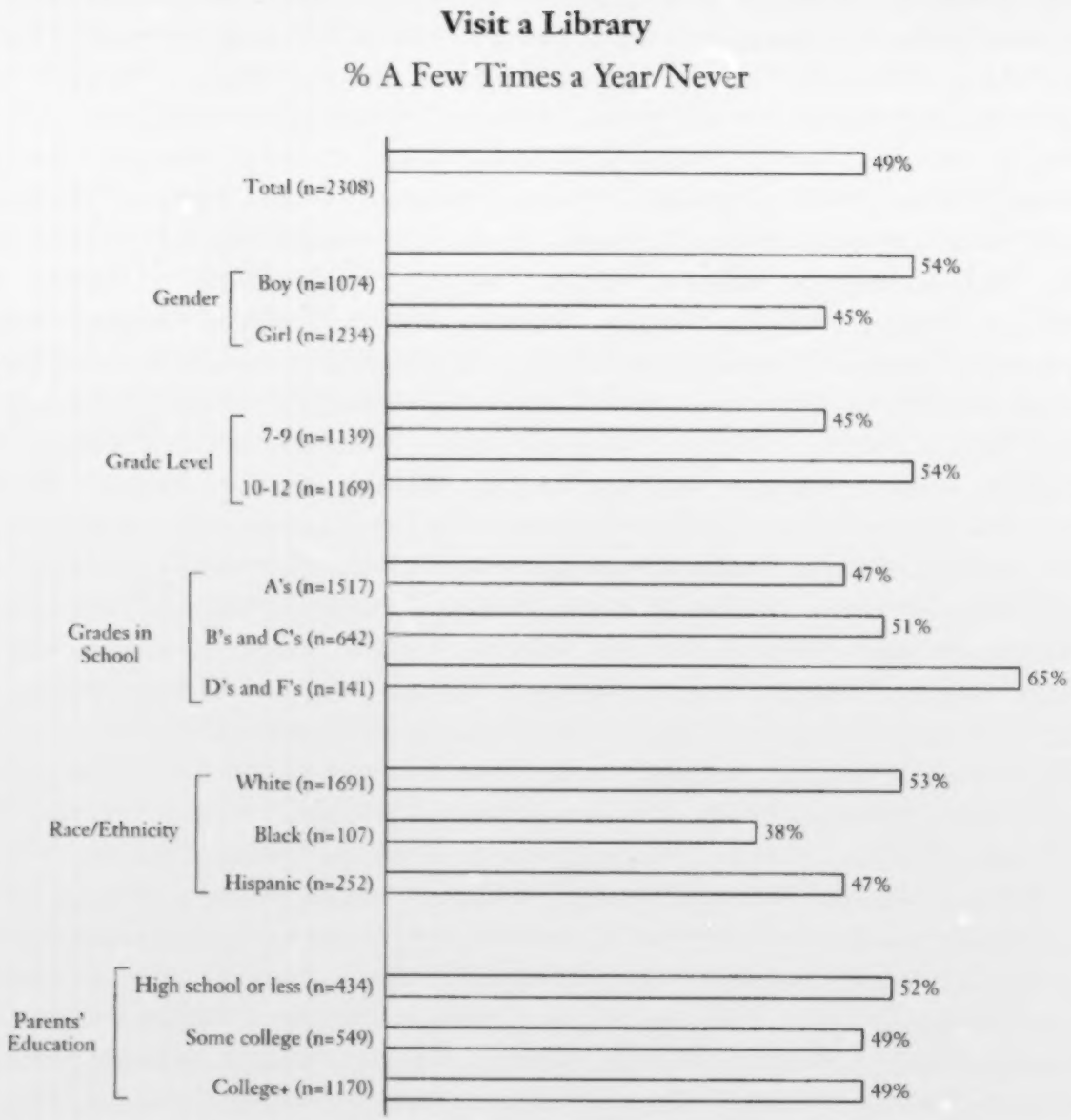


Exhibit 5.14
Infrequent Library Visits

THE AMERICAN TEACHER 2002

Q331-2 How often do you do the following?
Base: All qualified students



Activities and School Success

Teachers and students have different opinions about the ways that various extracurricular activities influence student success in school. Teachers particularly target working and hanging out with friends as interfering with students' doing well in school. Seven in ten teachers (71%) believe that doing work for pay interferes with students' doing well in school, compared with only two in ten (19%) who believe that working helps students to succeed in school. More than half of teachers (55%) believe that spending time hanging out with friends interferes with students doing well in school, compared to 15% who believe that spending time with friends helps with school success. (Exhibit 5.15)

Senior high school teachers are more likely than those of middle or junior high school grades to believe that working interferes with students' doing well in school (80% vs. 64%). Teachers in schools with at least two-thirds of low-income students (75%), in schools with at least two-thirds minority students (64%), and in urban schools (64%) are more likely than other teachers to view hanging out with friends as a conflict with school success. (Exhibits 5.16 – 5.19)

Note that most teachers believe that participating in activities such as clubs, sports and other groups (72%) and helping in the community (71%) **does help** students do well in school. (Exhibit 5.15)

Exhibit 5.15

Teachers' Views on Activities That Help or Hinder School Success

Q611 Does time spent doing the following activities help or interfere with students' doing well in school?

Base: All qualified teachers (n=1111)

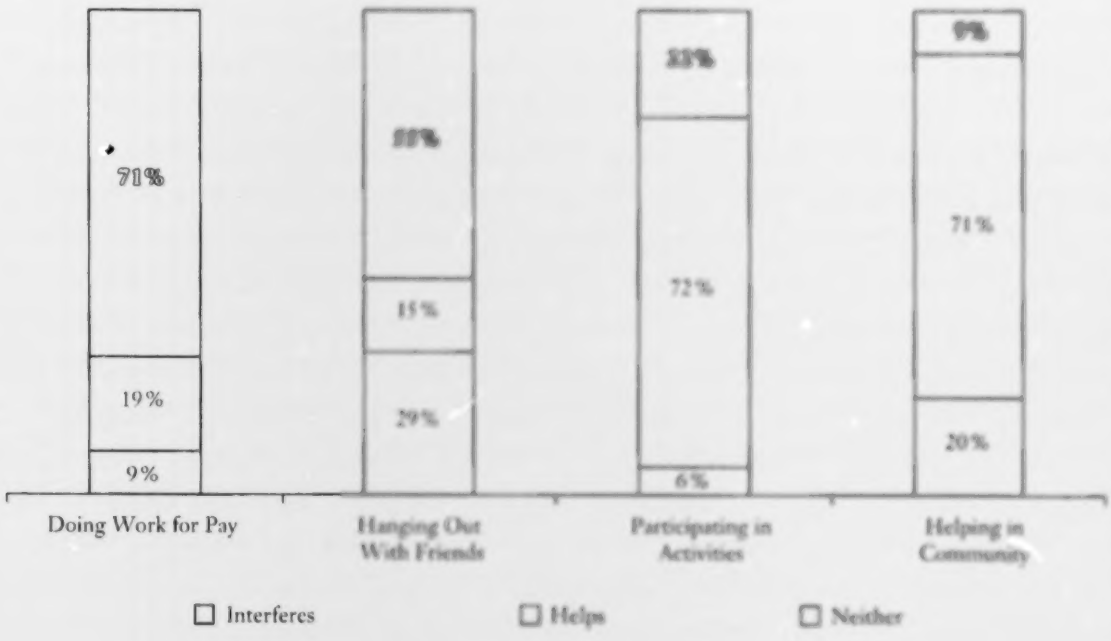


Exhibit 5.16
Teachers' Ratings of Doing Work for Pay

THE AMERICAN TEACHER 2002

Q611-2 Does time spent doing the following activities help or interfere with students' doing well in school?
Base: All qualified teachers

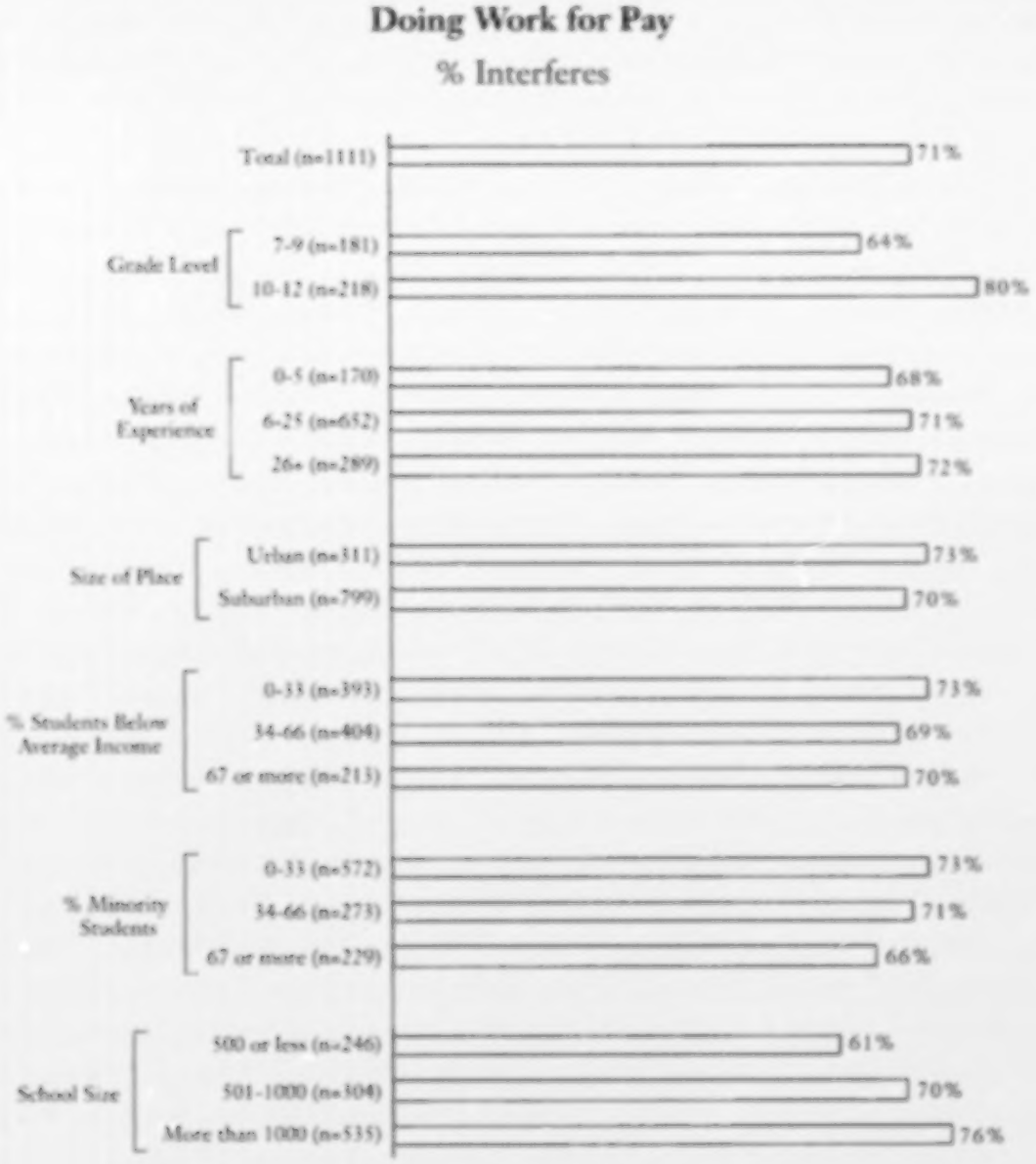


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Exhibit 5.17

Teachers' Ratings of Hanging Out With Friends

Q611-1 Does time spent doing the following activities help or interfere with students' doing well in school?

Base: All qualified teachers

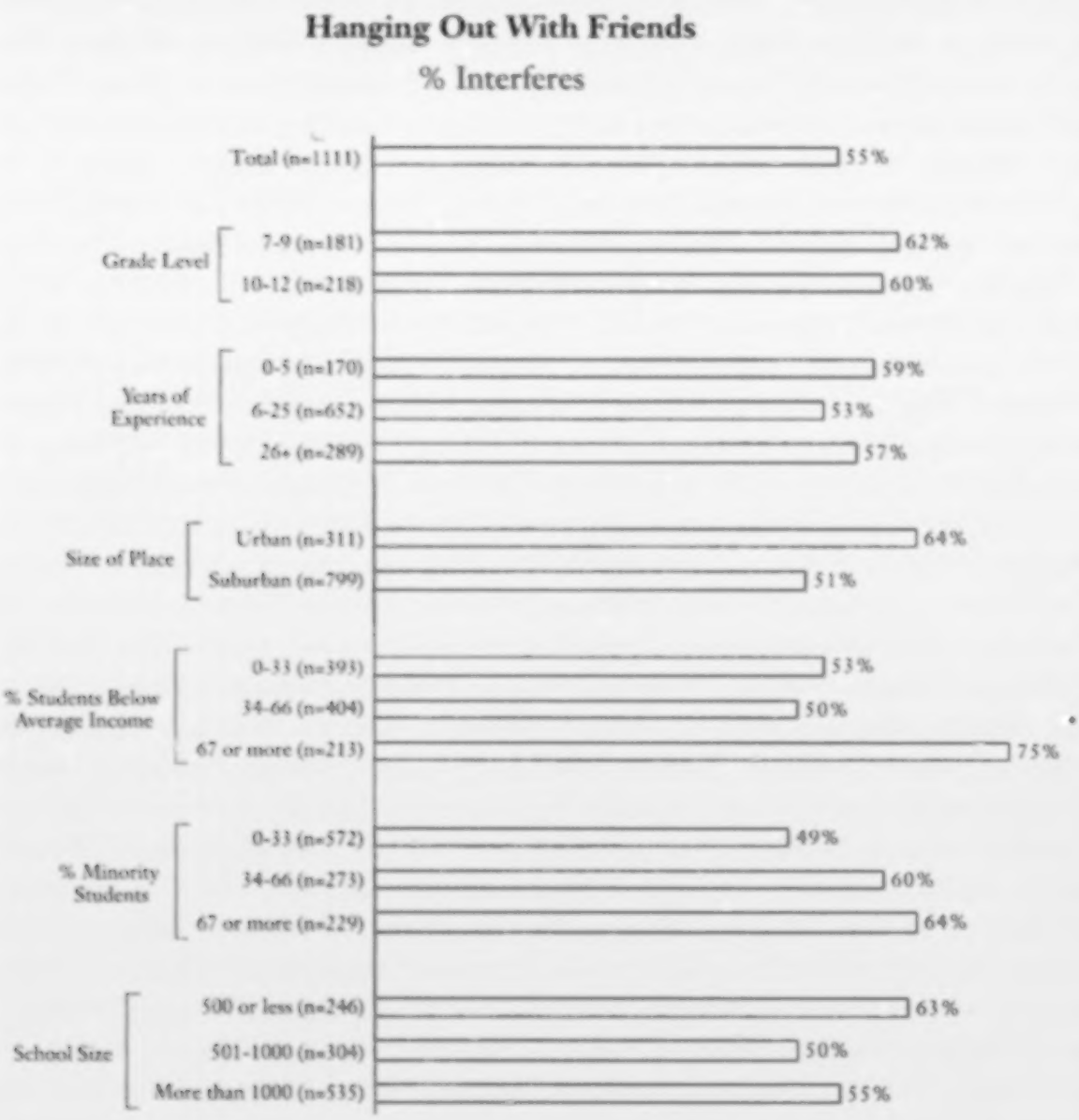


Exhibit 5.18
Teachers' Ratings of Participating in Activities

THE AMERICAN TEACHER 2001

Q611-3 Does time spent doing the following activities help or interfere with students' doing well in school?
Base: All qualified teachers

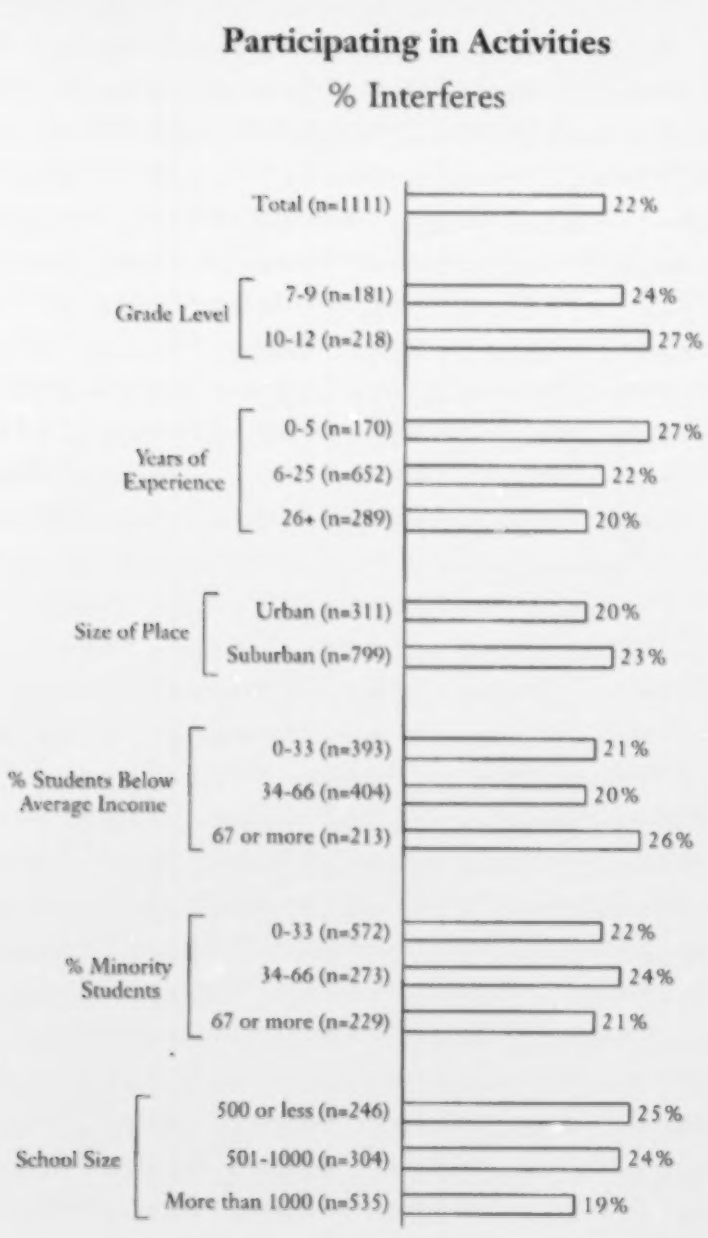
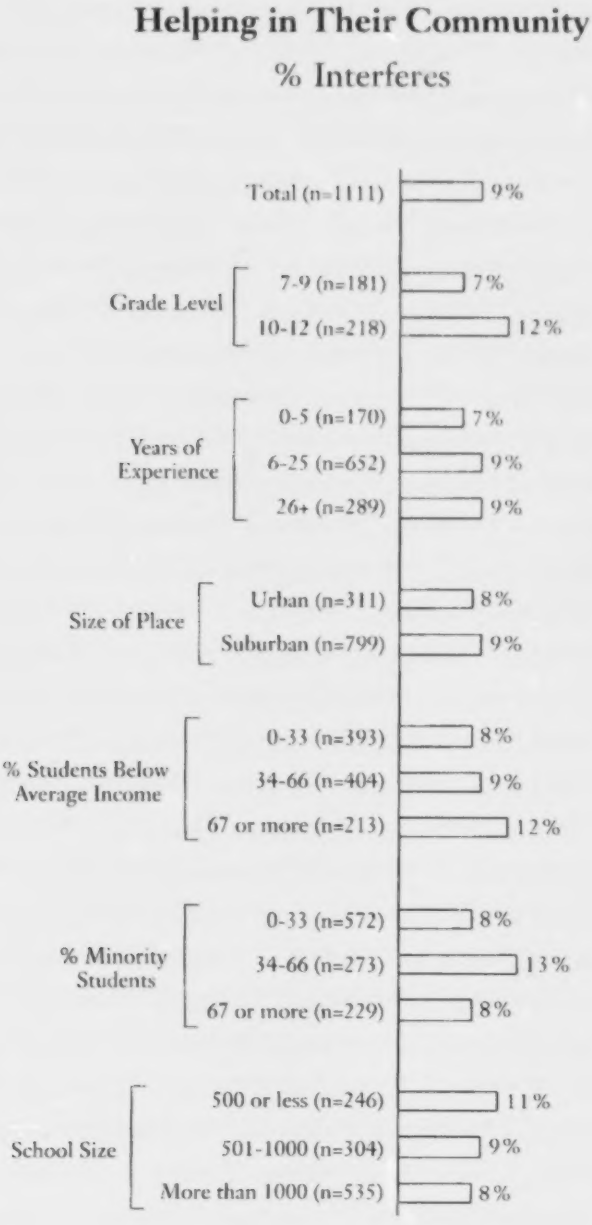


Exhibit 5.19

Teachers' Ratings of Helping in the Community

Q611-4 Does time spent doing the following activities help or interfere with students' doing well in school?

Base: All qualified teachers



Few students believe that any of these activities get in the way of their doing well in school. For a plurality of students who do these activities, they view their participation as neither helping nor getting in the way. However, half of students (48%) do believe that participating in activities does help them do well in school. (Exhibit 5.20)

Older students who work are more likely than younger students who work to believe that working for pay gets in the way of doing well in school (26% vs. 9%). (Exhibit 5.21)

Among students who participate in activities, poor students differ from those who receive A's on what gets in the way of their doing well in school. Students who receive D's and F's are more likely than "A" students to report that hanging out with friends (24% vs. 11%) and helping in their community (24% vs. 9%) get in the way of school success. (Exhibits 5.22 and 5.24)

DID YOU KNOW THAT. . . ? *In* The MetLife Survey of the American Teacher, 2000, *48% of students indicated that they did things to help out in their community.*

Exhibit 5.20

Students' Views on Activities That Help or Hinder School Success

Q351 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?

Base: Students that participate in activity

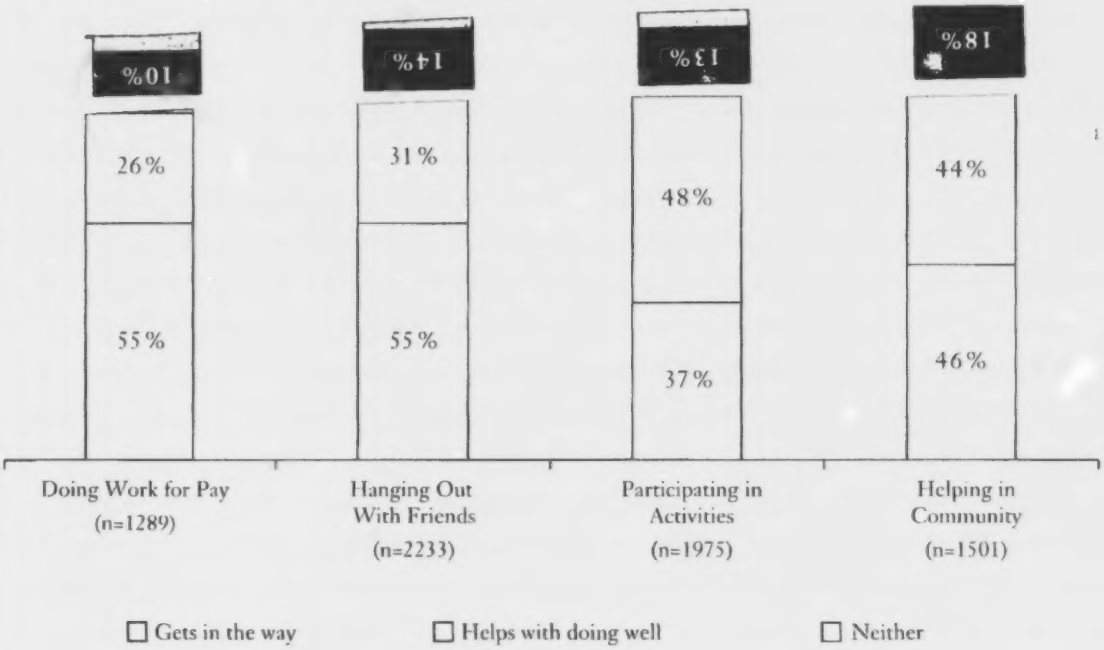


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Exhibit 5.21

Students' Ratings of Working for Pay

Q351-2 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?

Base: Students that participate in activity

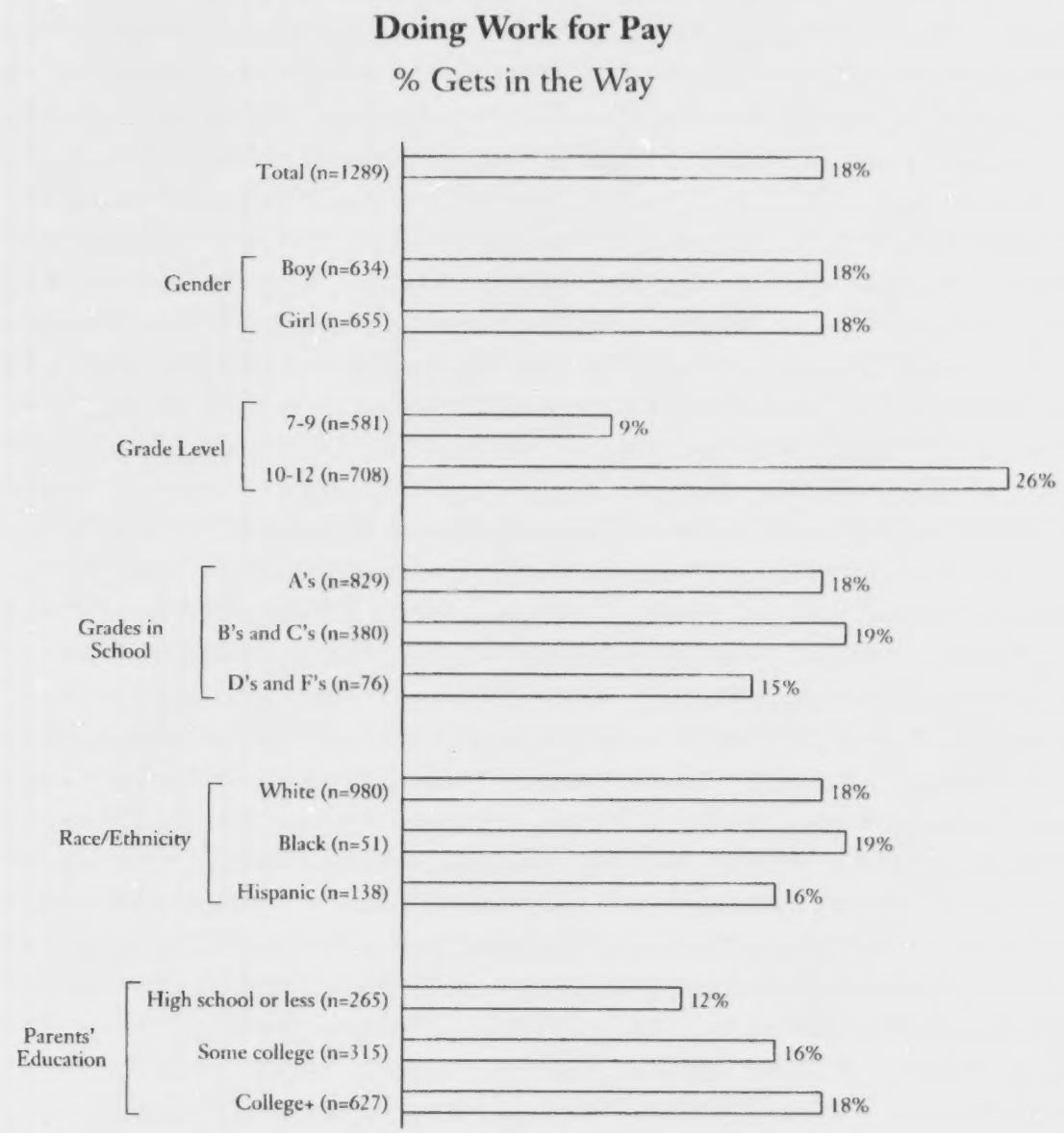

Exhibit 5.22
Students' Ratings of Hanging Out With Friends

Q351-1 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?
Base: Students that participate in activity

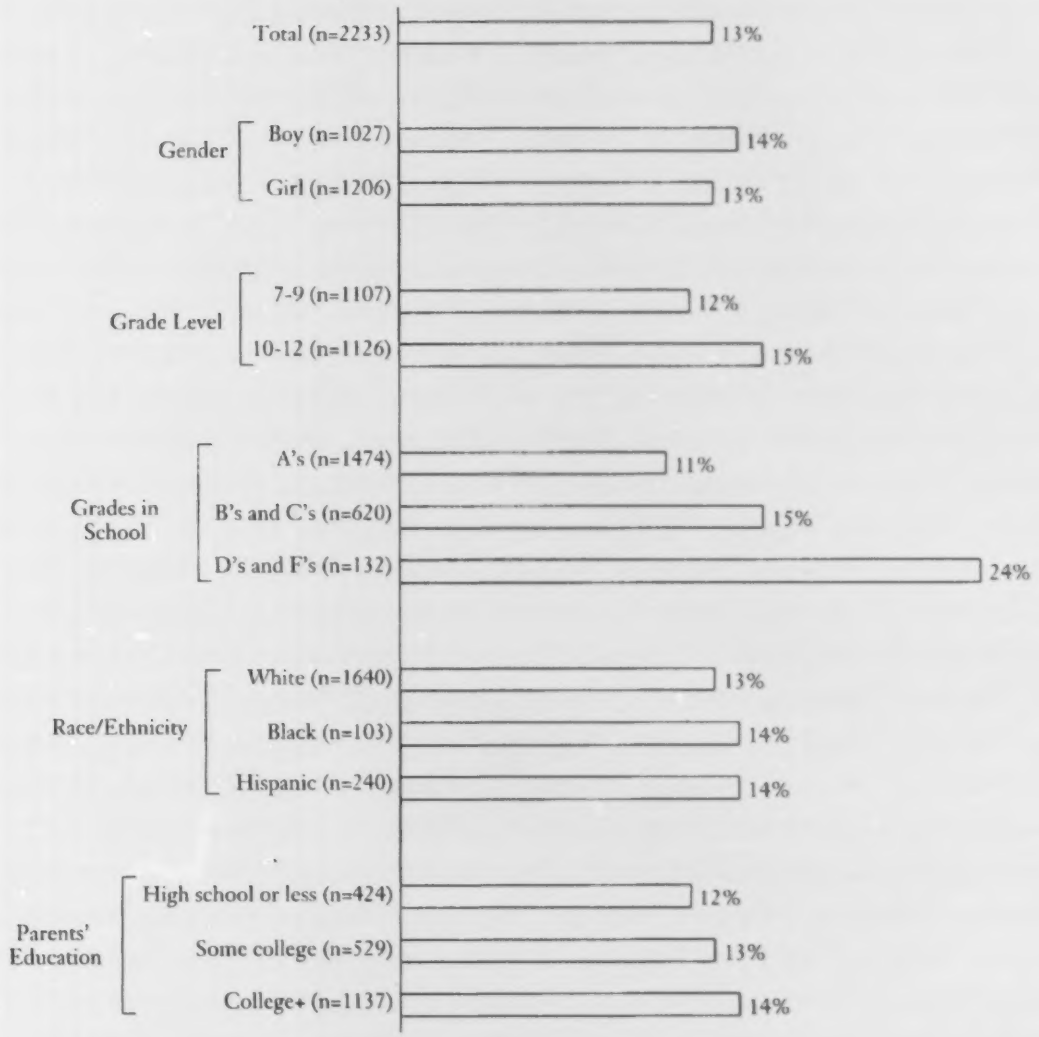

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Exhibit 5.23

Students' Ratings of Participating in Activities

Q351-3 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?

Base: Students that participate in activity

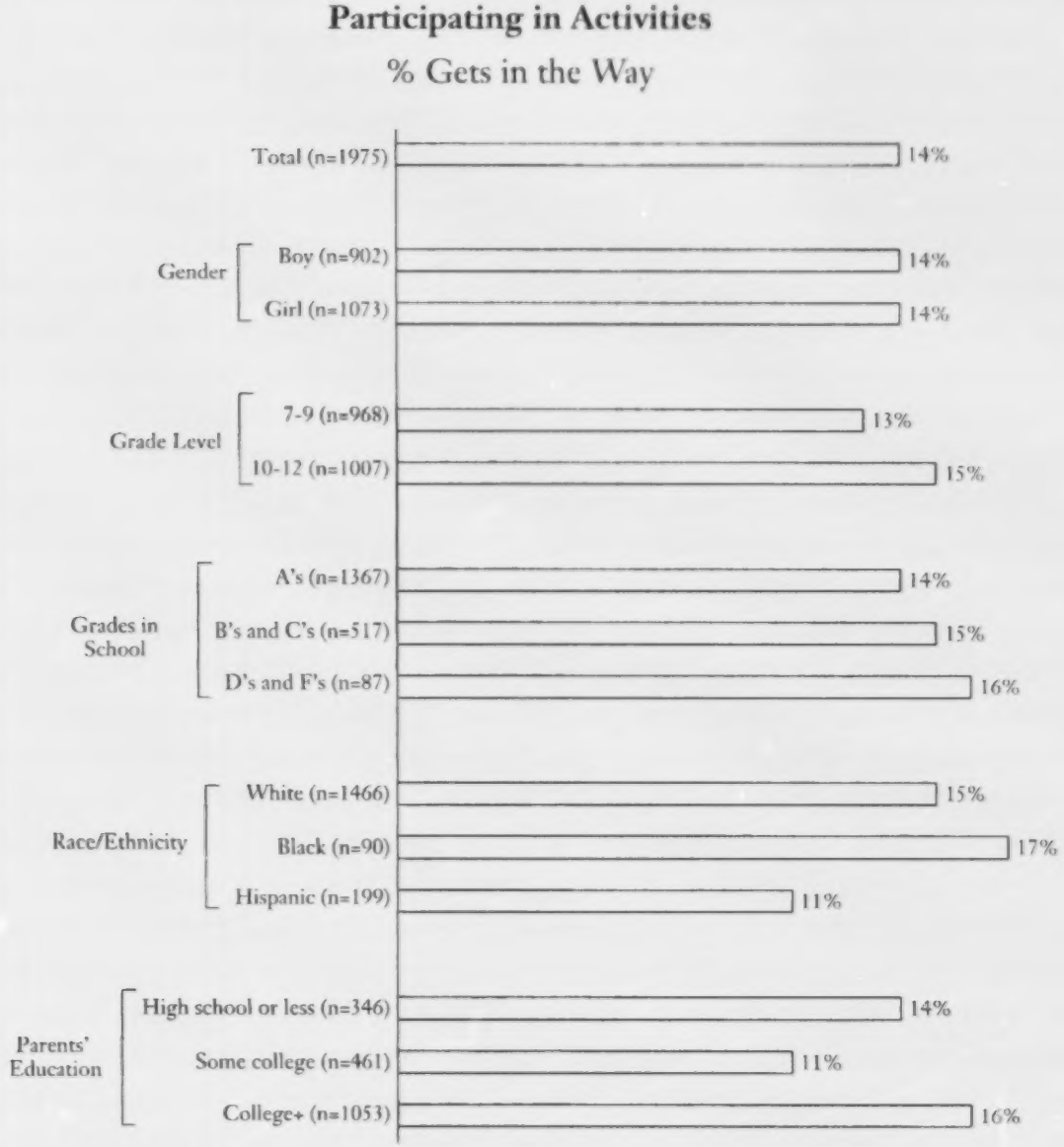
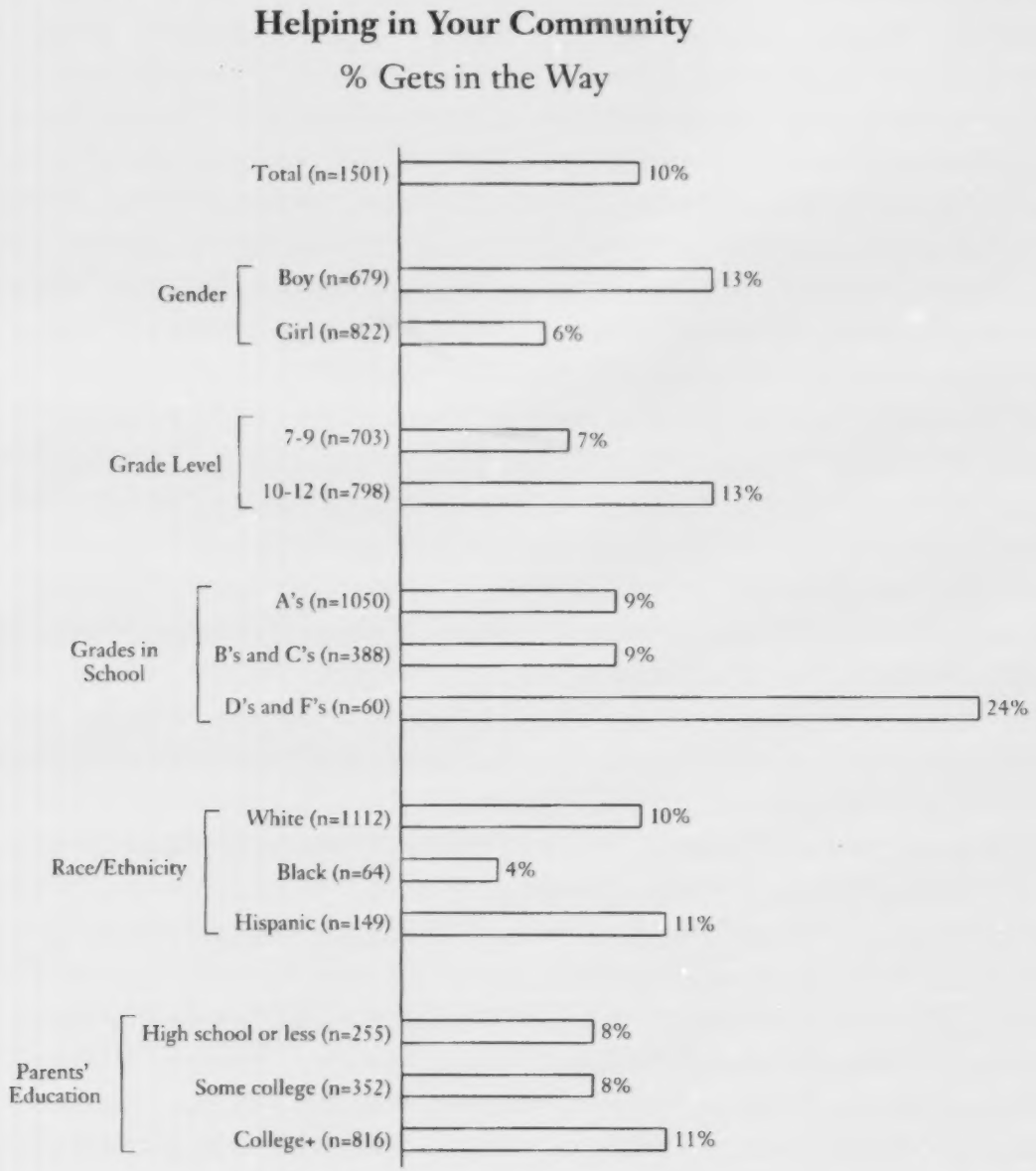


Exhibit 5.24
Students' Ratings of Helping in Your Community

THE AMERICAN TEACHER 2001

Q351-4 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?
Base: Students that participate in activity



SECTION III:
THE HOME

CHAPTER 6

HOMEWORK

STUDENTS SPEAK OUT

Advice to parents . . .

"Don't bother me about homework, and let me handle it on my own."
(12th grade boy)

~

"Make sure they check my homework and speak to the teachers periodically to make sure the student is following all of the rules and completing assignments, etc."
(10th grade girl)

Advice to teachers . . .

"...they could...give less homework. Because as much as they like to think so, they're not the only class I get homework in."
(10th grade girl)

~

"Stress homework completion."
(8th grade boy)

Overview

Although fewer than two in ten teachers assign homework 5 days a week, most do assign homework 3 or more days a week. Teachers report that seven in ten of their students typically complete their homework assignments during the school week, while more than eight in ten students themselves report that they spend time on a typical school day doing homework or studying.

Assigning Homework

Six in ten teachers (61%) assign homework 3 or more days a week. Nearly two in ten (18%) assign homework 5 days a week, while one in seven (14%) never assign homework. Teachers with more than 25 years of experience are more likely than those with 5 years or less experience to assign homework 3 or more days a week (63% vs. 52%). Teachers in schools with mostly low-income students are less likely than those in schools with few low-income students to assign homework 3 or more days a week (61% vs. 51%). (Exhibits 6.1 – 6.2)

Exhibit 6.1
Frequency of Homework Assignment

Q410 During a typical school week, how often do you assign homework?
Base: All qualified teachers (n=1111)

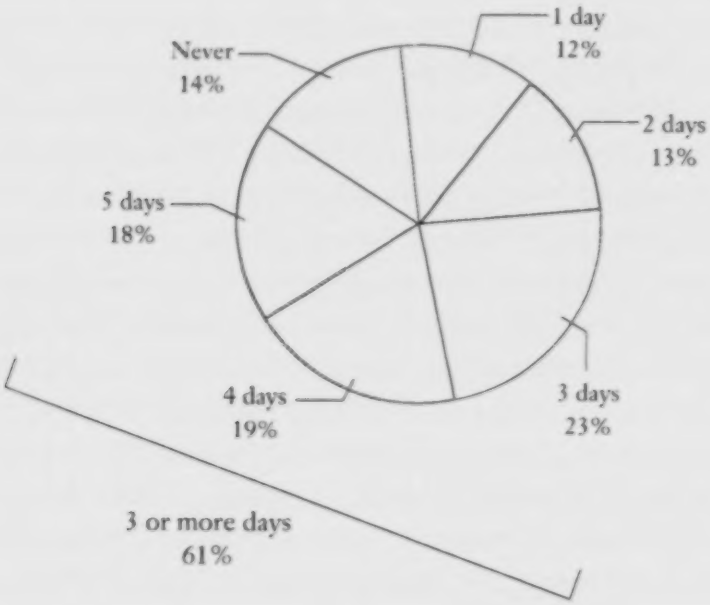


Exhibit 6.2
Frequency of Homework Assignment by Demographics

Q410 During a typical school week, how often do you assign homework?
Base: All qualified teachers

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
Never	14	8	15	17	14	12	13	14
1 day a week	12	18	7	14	10	13	14	11
2 days a week	13	11	16	17	14	11	8	16
3 or more days	61	63	61	52	61	63	65	59
3 days a week	23	28	25	23	25	19	20	24
4 days a week	19	26	13	23	19	18	19	19
5 days a week	18	9	22	7	17	26	25	16

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
Never	14	13	14	13	13	14	19	13	14	14
1 day a week	12	10	12	18	10	13	13	12	10	12
2 days a week	13	15	11	17	16	10	10	20	12	11
3 or more days	61	61	63	51	60	63	57	52	64	62
3 days a week	23	22	24	15	24	21	22	19	27	22
4 days a week	19	21	20	16	19	21	20	20	23	18
5 days a week	18	18	19	20	18	21	16	13	13	23

The majority of students complete their homework assignments. Teachers who assign homework report that, on average, 73% of their students complete their homework assignments during a typical school week. Teachers' assignments are not often informed by the other homework that students are receiving. More than half (52%) speak with other teachers once a month or less about how much homework they are assigning, including two in ten teachers (22%) who never speak with their students' other teachers about how much homework they are assigning. (Exhibits 6.3 – 6.4)

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher, 1996 *found that 49% of students said that they were assigned homework every day, and 66% of students said that they completed their homework nearly always.*

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Exhibit 6.3

Percentage of Students Completing Homework

Q420 What percentage of your students complete their homework assignments during a typical school week?

Base: Teachers who assign homework

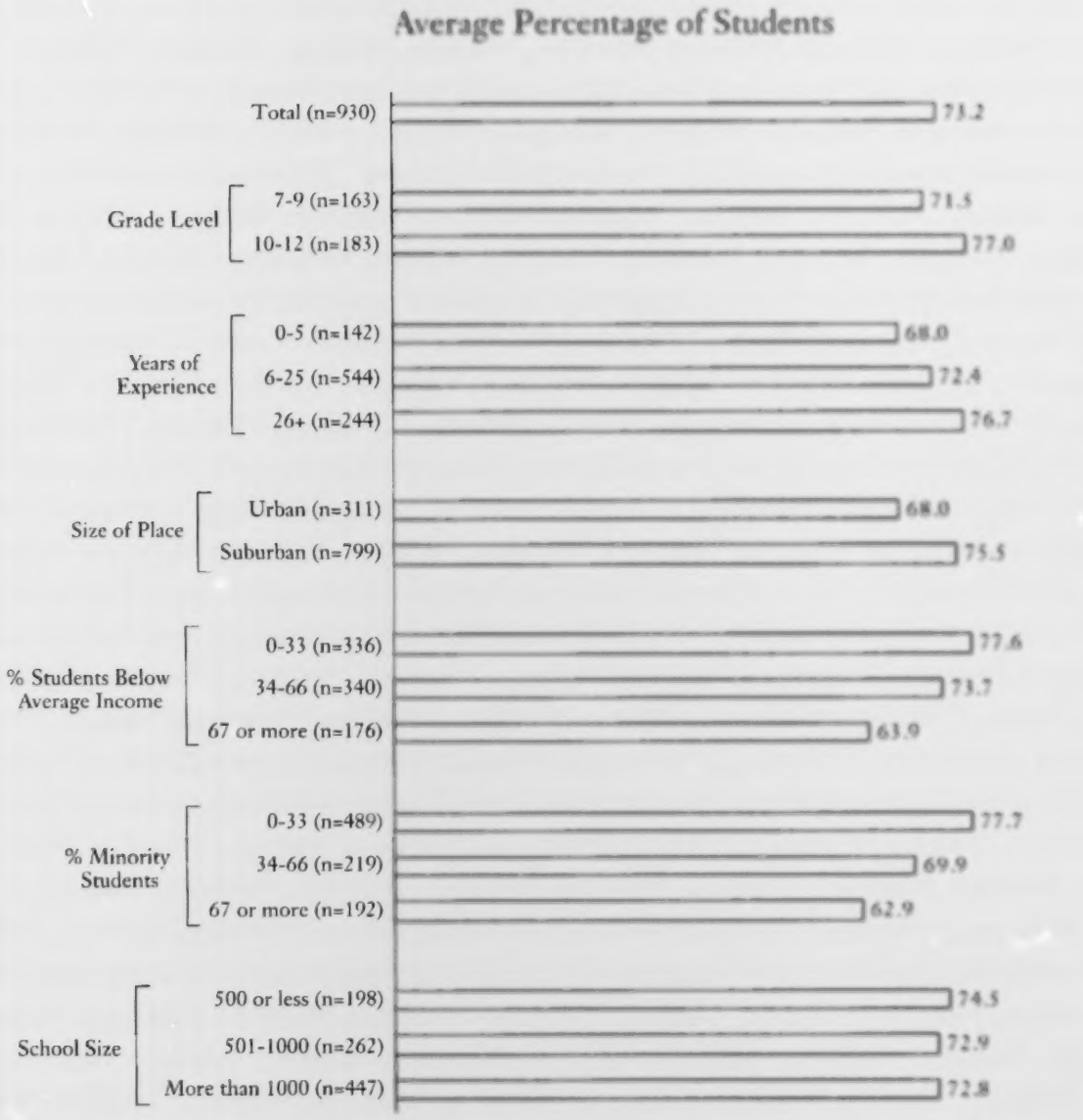
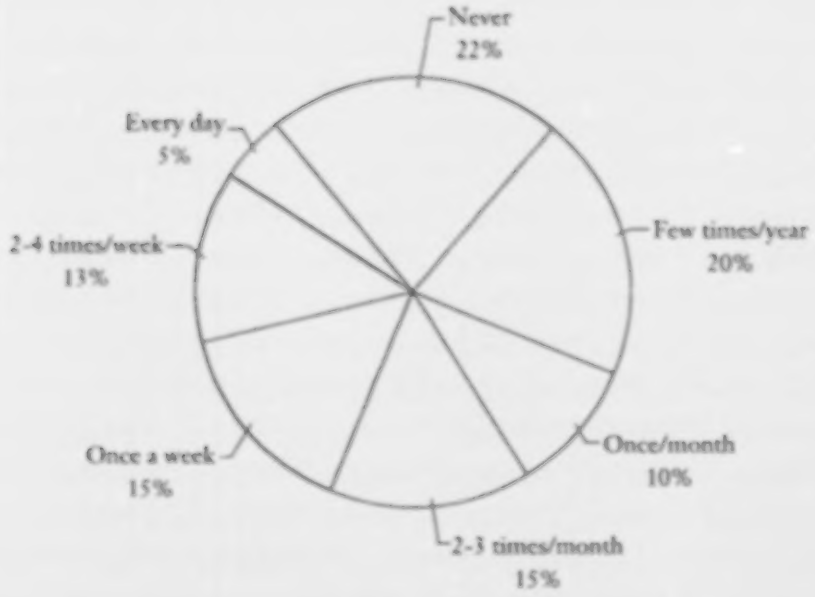


Exhibit 6.4

Frequency of Conversations Among Teachers About Students' Homework Assignments

Q430 How often do you speak to your students' other teachers about how much homework they are assigning?

Base: All qualified teachers (n=1111)



Most teachers (60%) believe that their students' parents think they assign the right amount of homework, although one-quarter (24%) are not sure what their students' parents think about this. Recall that in Chapter 3, only seven percent of teachers reported speaking very often to parents about students not completing homework assignments. Teachers in schools with mostly low-income students are more likely than teachers in schools with few low-income students to report that parents think they assign too little homework (13% vs. 5%), as are teachers in schools with mostly minority students (16% vs. 6%). (Exhibits 6.5 – 6.6)

Exhibit 6.5
Parents' Views of Homework

Q440 Do your students' parents think you assign too much homework, too little homework or the right amount of homework?
Base: All qualified teachers (n=1111)

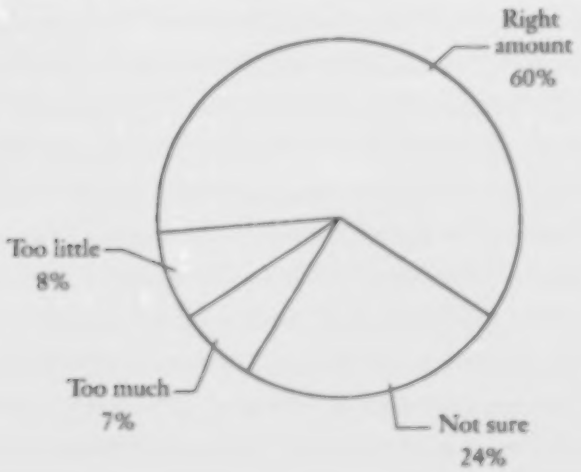


Exhibit 6.6
Parents' Views of Homework by Demographics

Q440 Do your students' parents think you assign too much homework, too little homework or the right amount of homework?
Base: All qualified teachers

		Grade Level		Years of Experience			Size of Place	
	Total	7-9	10-12	0-5	6-25	26+	Urban	Suburban/ Rural
Base	1111	181	218	170	652	289	311	799
	%	%	%	%	%	%	%	%
Too much	7	11	9	4	8	6	6	7
Too little	8	14	5	8	8	9	9	8
Right amount	60	54	64	59	59	62	59	61
Not sure	24	21	22	27	24	23	26	24

		% Students Below Average Income			% Minority Students			School Size		
	Total	0-33	34-66	67 or More	0-33	34-66	67 or More	500 or Less	501-1000	More than 1000
Base	1111	393	404	213	572	273	229	246	304	535
	%	%	%	%	%	%	%	%	%	%
Too much	7	7	8	5	9	5	5	10	5	7
Too little	8	5	9	13	6	8	16	8	8	9
Right amount	60	69	58	55	62	67	51	57	63	61
Not sure	24	18	24	27	23	20	27	24	24	24

Doing Homework

Students say that they spend time on their homework assignments, although they devote more time to other activities. Nearly nine in ten students (86%) report that they spend time doing homework or studying on a typical school day. These students typically spend 1.5 hours on this activity. This compares with the 2 hours each day that students typically spend hanging out with friends and 2 hours they spend participating in activities (Chapter 5). Two in ten students (21%) do not have a quiet place to do their homework. (Exhibits 6.7 – 6.9)

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Exhibit 6.7
Time Spent on Homework

Q336-3 On a typical school day, how much time do you spend doing the following?
Base: All qualified students (n=2308)

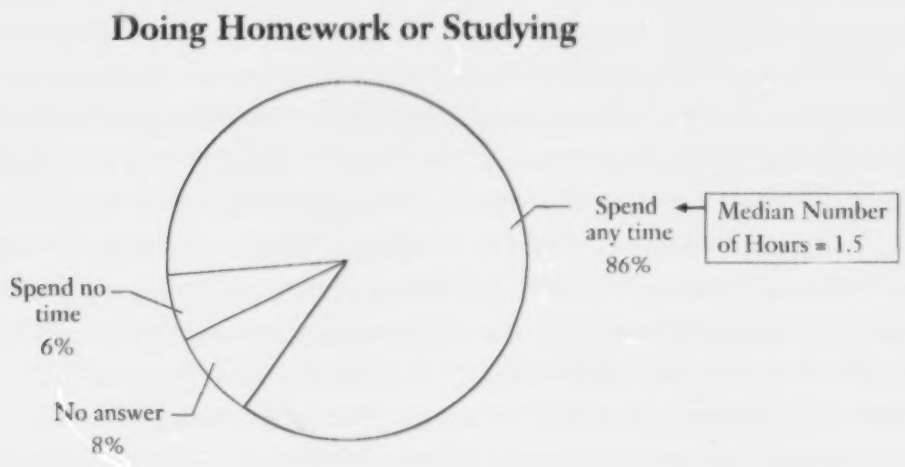

Exhibit 6.8
Quiet Place to Do Homework

Q355 Do you have a quiet place to do your homework?
Base: All qualified students (n=2308)

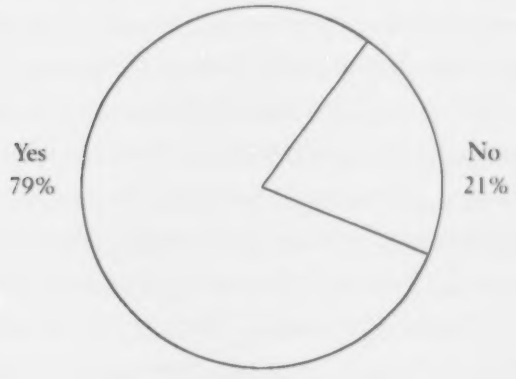

Exhibit 6.9
Quiet Place to Do Homework by Demographics

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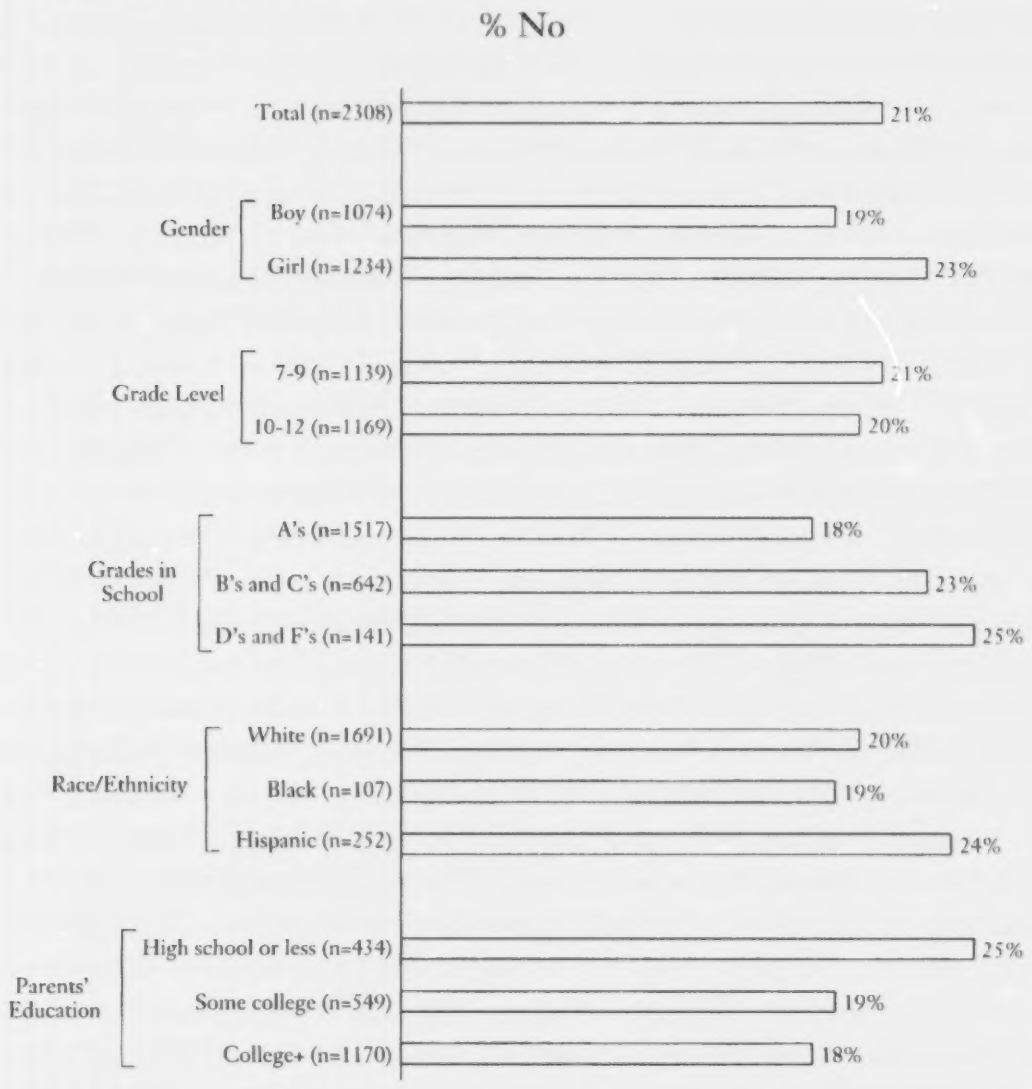
Q355 Do you have a quiet place to do your homework?
Base: All qualified students



Four in ten students (41%) wish they had more time for schoolwork, including studying or homework. Students who are most likely to wish for more time for schoolwork include Hispanic students (49%), "A" students (44%) and older students (46%). Four in ten students (41%) think the time they spend doing activities such as watching TV or videos, or playing video or computer games gets in the way of doing well in school. Students are much more likely to view these activities as getting in the way of doing well in school compared to doing work for pay (18%), hanging out with friends (13%), participating in activities (14%) or helping in the community (10%; Chapter 5). Teachers are even more adamant in this view. More than eight in ten (84%) think

that these activities interfere with students' doing well in school. Like students, teachers also rate watching TV and playing computer games as more likely to interfere with school success, compared to doing work for pay (71%), hanging out with friends (55%), participating in activities (22%) or helping in the community (9%). (Exhibits 6.1.0 – 6.12, Chapter 5)

Exhibit 6.10
Wishes for More Time for School Work

Q346-1 Do you wish you had more time for the following?
Base: All qualified students

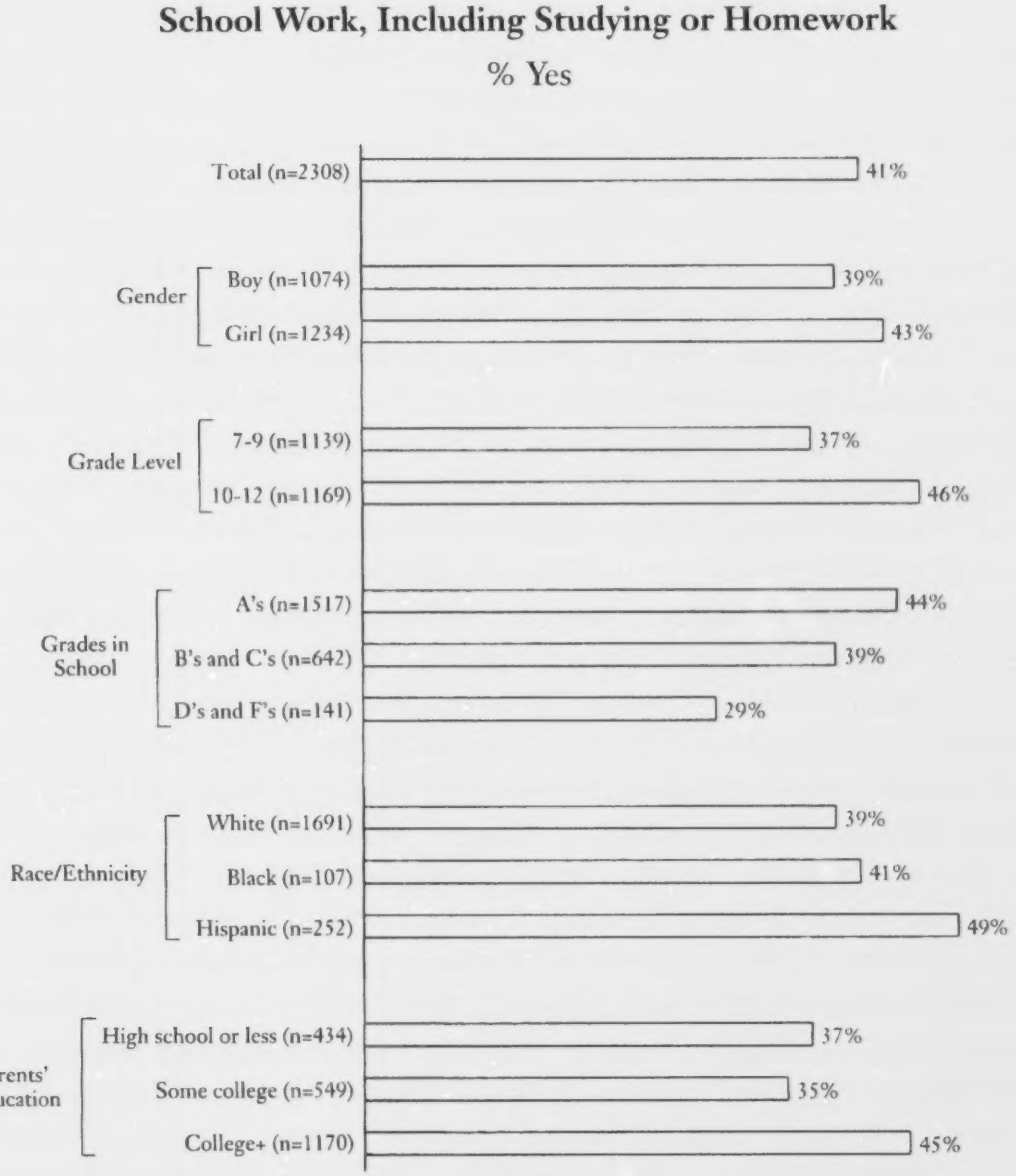


Exhibit 6.11
Students' Opinions of the Effects of Video and Computer Activities

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Q351-5 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?
Base: Does activity

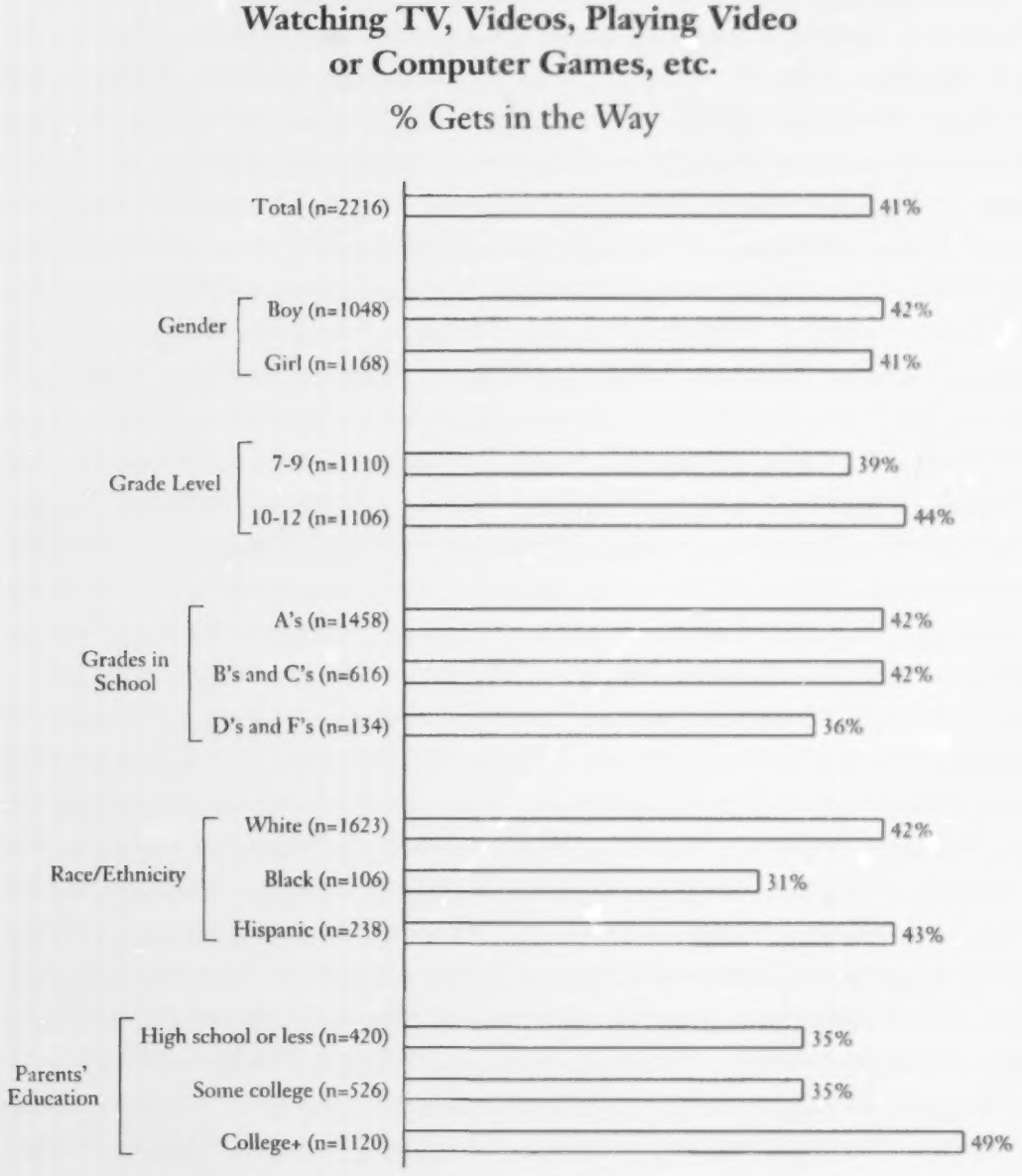

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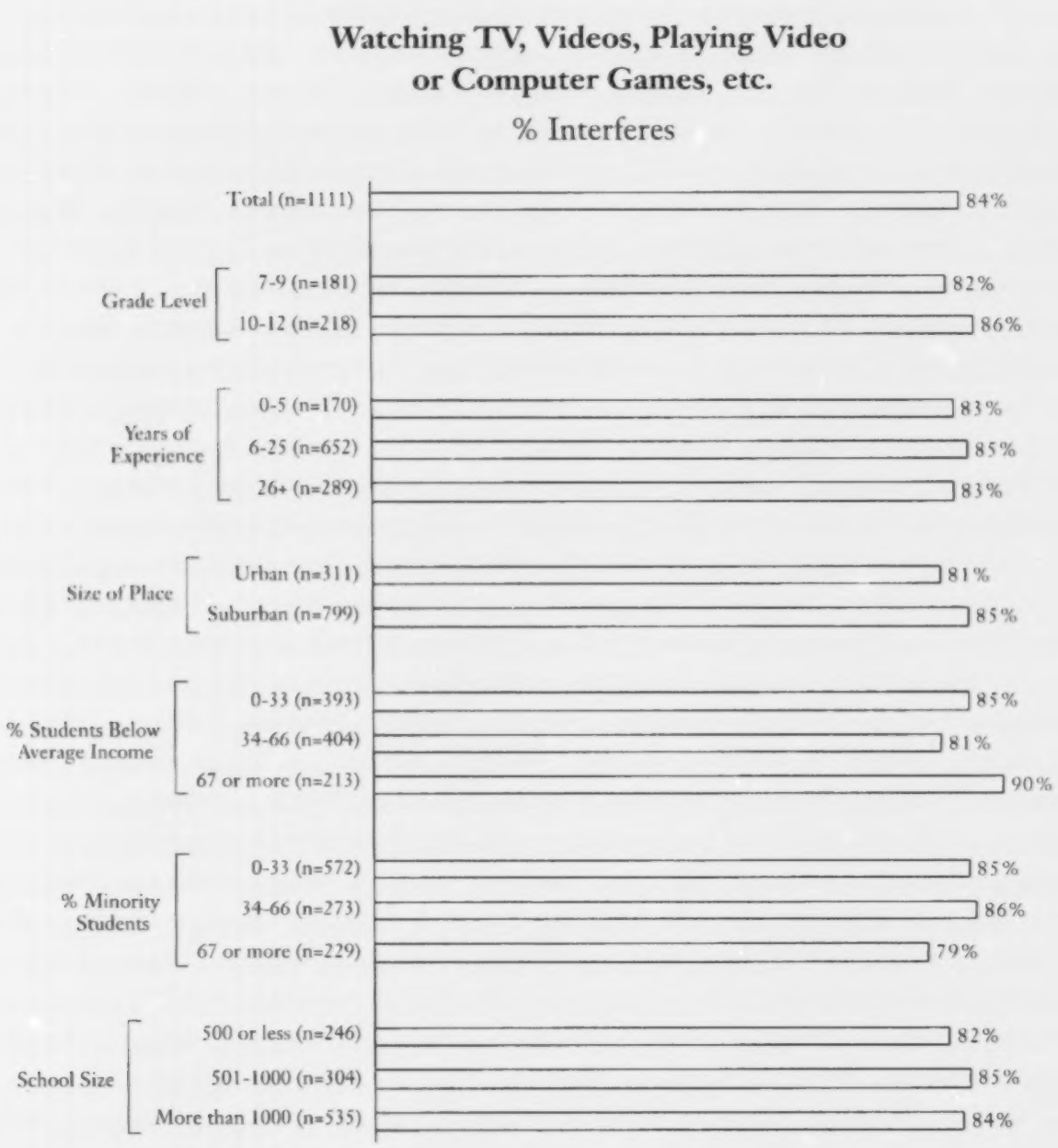
Exhibit 6.12

Teachers' Opinions of the Effects of Video and Computer Activities

Q611-5 Does time spent doing the following activities help or interfere with students' doing well in school?

Base: All qualified teachers



CHAPTER 7

PARENTS

THE AMERICAN TEACHER 2002

STUDENTS AND TEACHERS SPEAK OUT

What can parents do?

According to students...

"Nothing. Just have faith in me and let me do my own thing."
(8th grade girl)

~

"Listen to us without giving stupid lectures. It's nice to have someone who can just LISTEN once in a while."
(8th grade girl)

~

"Well as much as I hate to say it, they need to ask my teachers about my grades all the time."
(10th grade boy)

~

"Support me and not put pressure on me to do really well – just let me do what I can without stressing me out."
(11th grade girl)

According to teachers...

"Don't criticize teachers, administrators, or coaches in front of the children."
(Teacher in small town school)

~

"Require their child to comply with rules and assignments...without excuses..."
(Teacher in suburban school)

~

"Be involved! Take the time to talk to teachers, visit school. Get excited about what their child is doing."
(Teacher in rural school)

~

"Talk to your child, ask questions – be nosy, praise them, restrict them – set boundaries, teach them to set goals and work for them."
(Teacher in small town school)

~

"Turn off the TV."
(Teacher in inner city school)

Overview

Although most students report that they usually eat a meal with their parents at least 5-6 days per week; 75% of secondary school students are spending time at home without adult supervision. Students believe that their parents know how they are doing in school, but they are less likely to believe that their parents know what they worry about or what is important to them.

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Time With Parents

The majority of students (55%) eat a meal with their parents 5 or more days a week. However, one in eleven students (9%) report that they never eat a meal with their parents. Junior high school students are more likely than senior high school students to eat a meal with their parents every day (42% vs. 26%) and Hispanic students are more likely than Black or White students to eat a meal with their parents every day (41% vs. 33% vs. 29%). (Exhibits 7.1 – 7.2)

DID YOU KNOW THAT. . . ? *In the current study, a number of students report having frequent meals with parents, as well as a desire to spend more time with parents. These themes were also evident in The MetLife Survey of the American Teacher, 2000, in which 54% of students said that they ate a meal with their parents 5 or more days a week and 24% of students said that they felt they spent too little time with their parents.*

Exhibit 7.1
Frequency of Meals With Parents

Q511-2 During a typical week, how often do you do the following?
Base: All qualified students (n=2308)

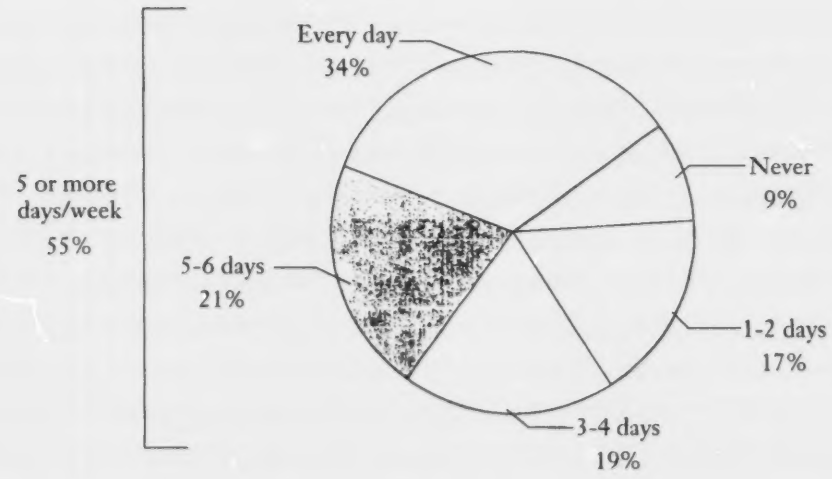

Exhibit 7.2
Frequency of Meals With Parents by Demographics

Q511-2 During a typical week, how often do you do the following?
Base: All qualified students

Eat A Meal With Your Parents

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Never	9	6	12	8	10	9	8	10
1-2 days	17	16	18	12	22	16	17	22
3-4 days	19	20	17	17	21	19	18	16
5-6 days	21	22	20	21	21	22	20	19
Every day	34	36	33	42	26	34	36	33

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Never	9	7	21	9	14	8	7
1-2 days	17	16	19	19	21	18	15
3-4 days	19	21	13	14	16	19	20
5-6 days	21	23	18	16	16	19	26
Every day	34	33	29	41	33	35	32

Students wish for more time with their parents. One-third of students (35%) never bring friends to their home when their parents are there. Three-quarters of students (75%) spend time on a typical school day in their home when their parents or other adults are not there. Students typically spend 1.5 hours alone at home each day. More than half of students (54%) wish they had more time to be with their parents. (Exhibits 7.3 – 7.7)

Exhibit 7.3
Bringing Friends Home

Q511-1 During a typical week, how often do you do the following?
Base: All qualified students (n=2308)

Exhibit 7.4
Bringing Friends Home by Demographics

Q511-1 During a typical week, how often do you do the following?
Base: All qualified students

Bring Friends to Your Home When Your Parents Are There

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Never	35	36	34	34	36	36	33	42
1-2 days	41	38	43	39	42	45	37	23
3-4 days	15	18	13	17	14	14	18	19
5-6 days	4	4	4	4	4	3	6	7
Every day	4	4	5	6	3	3	6	9

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Never	35	31	37	55	37	34	34
1-2 days	41	43	36	32	37	42	43
3-4 days	15	17	19	9	15	15	15
5-6 days	4	5	5	1	4	4	4
Every day	4	5	3	3	6	5	4

Exhibit 7.5
At Home, Unsupervised by Adults

Q336-6 On a typical school day, how much time do you spend doing the following?
Base: All qualified students (n=2308)

Being in Your Home When Your Parents or Other Adults Are Not There

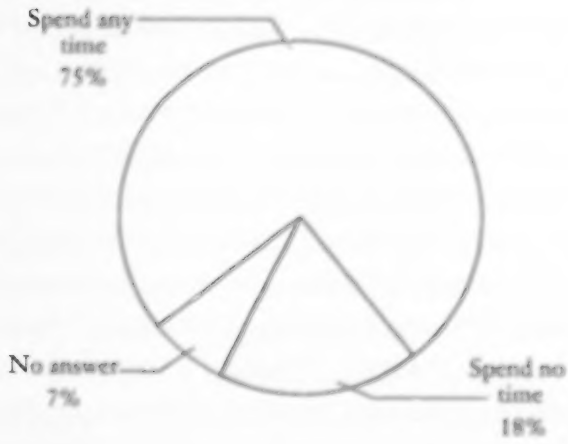

Exhibit 7.6
Number of Hours at Home, Unsupervised by Adults

Q336-6 On a typical school day, how much time do you spend doing the following?
Base: All qualified students

Being in Your Home When Your Parents or Other Adults Are Not There

Median Hours

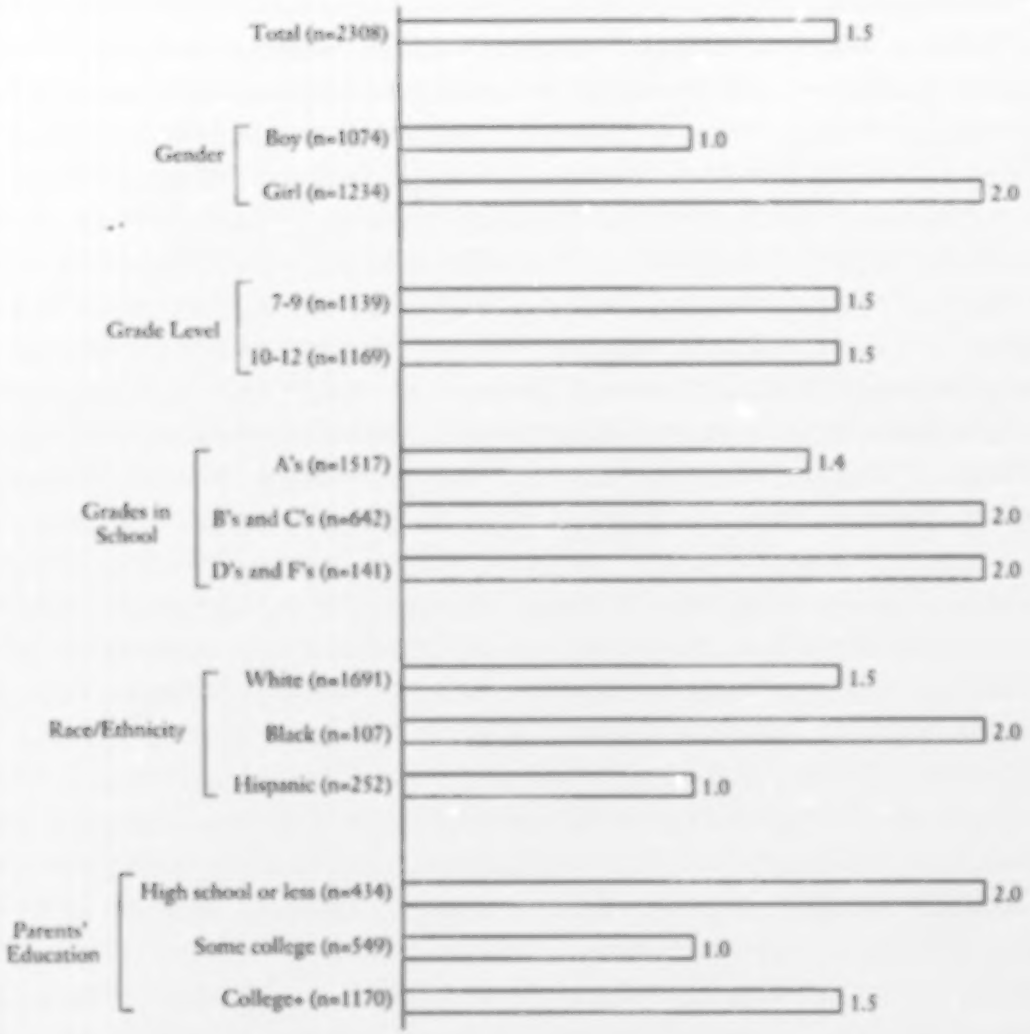

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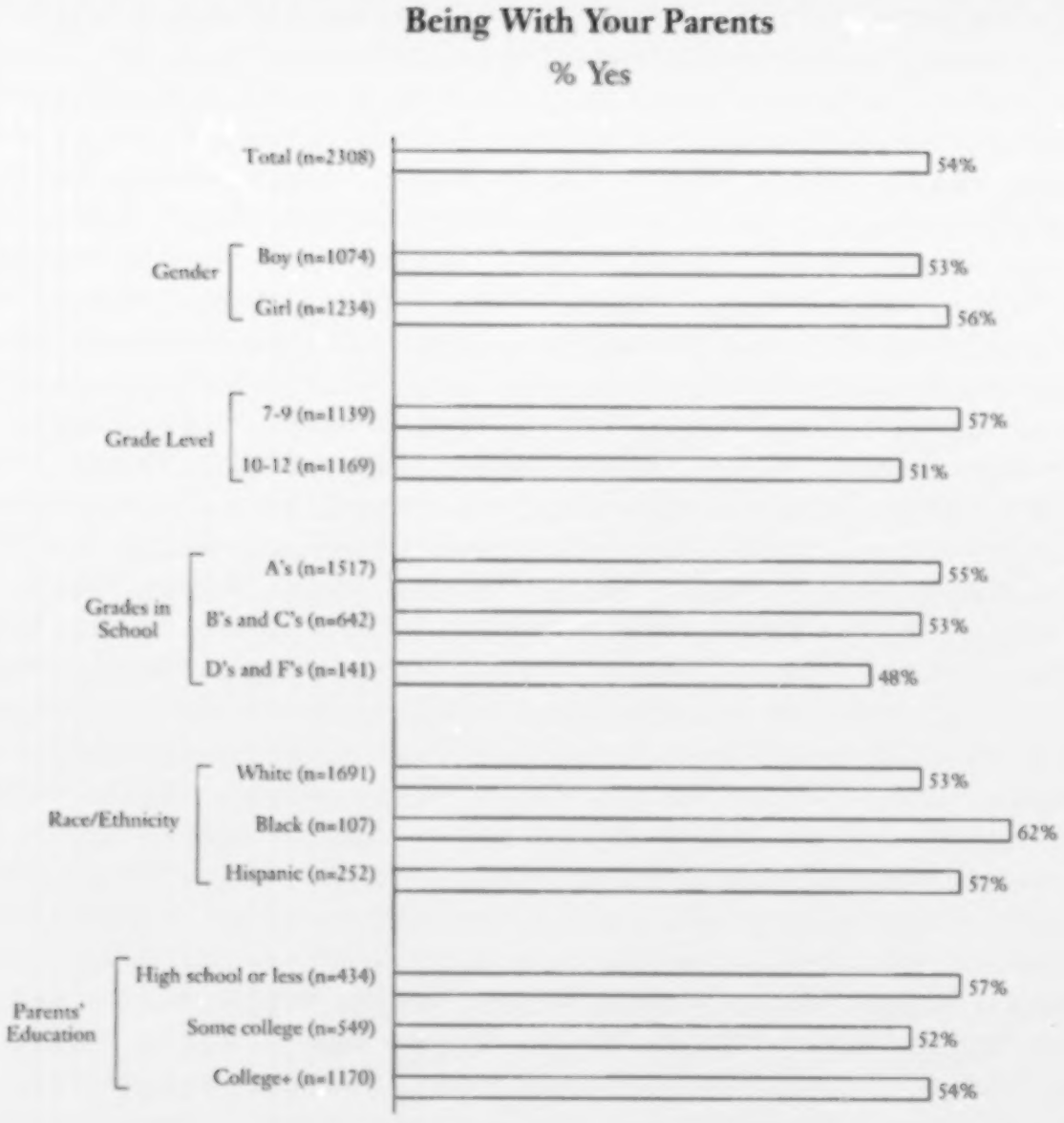
Exhibit 7.7
Wishes for More Time With Parents

Q346-4 Do you wish you had more time for the following?
Base: All qualified students

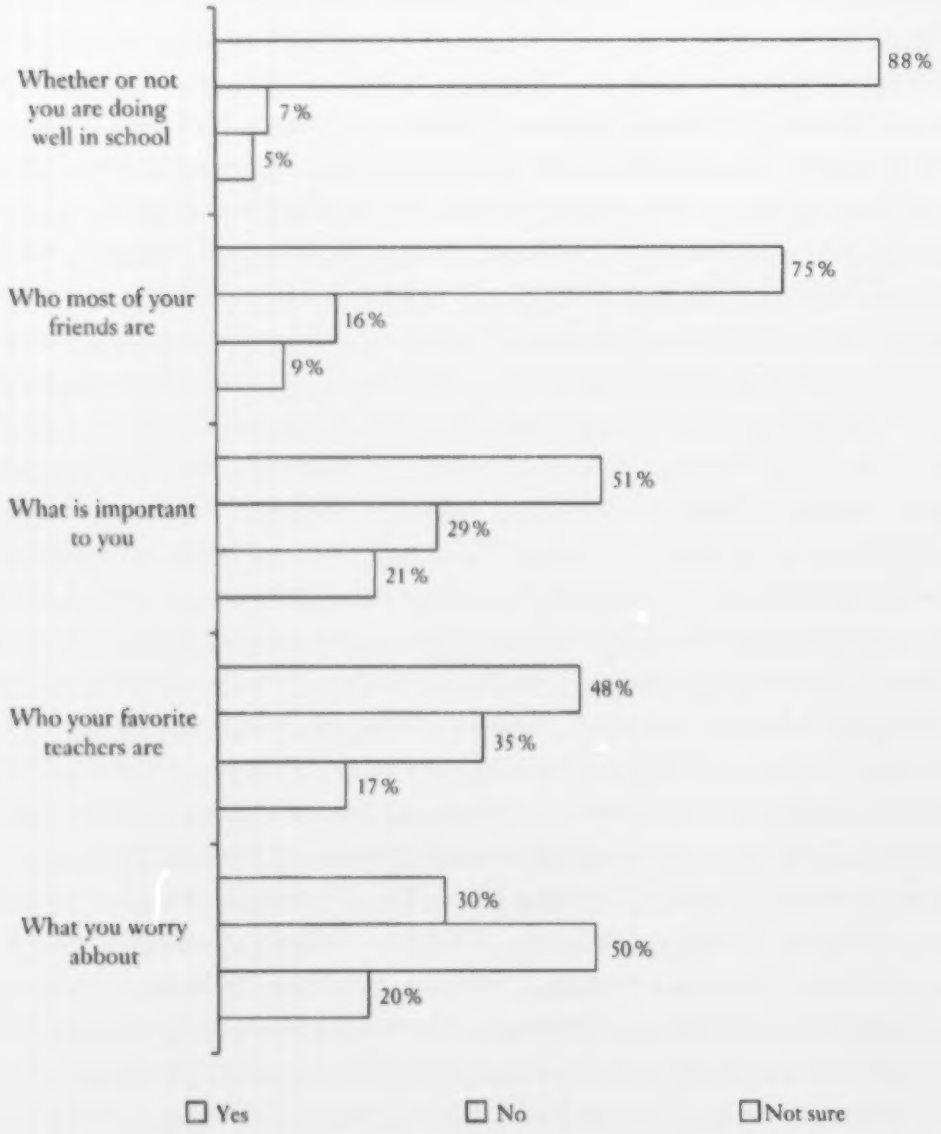


Parents' Knowledge of Students' Lives

Students report that their parents know them well in some respects and less well in others. Students are most likely to report that their parents know whether or not they are doing well in school (88%) and who most of their friends are (75%). However only three in ten students (30%) report that their parents know what they worry about. (See more on student worries in Chapter 8.) (Exhibit 7.8)

Exhibit 7.8
Parents' Knowledge

Q516 Do your parents know the following?
Base: All qualified students (n=2308)



A number of students report that their parents do not have some important information about them. Half of students (50%) report that their parents do **not** know what they worry about and three in ten students (29%) report that their parents do **not** know what is important to them. One-third of students (35%) report that their parents do not know who their favorite teachers are. Students who are getting D's and F's (52%), Hispanic students (49%), and those whose parents have no more than a high school education (44%) are the most likely students to report that their parents do not know who their favorite teachers are. Students who are getting D's and F's are more than twice as likely as those who are getting A's to report that their parents do not know who most of their friends are (35% vs. 14%). (Exhibits 7.9 – 7.13)

OBSERVATION: *Do students want their parents to be more involved in their education? In* The MetLife Survey of the American Teacher, 1998, *68% of students wanted their parents to maintain the same level of involvement. Students who got D's and F's were more likely than "A" students to want change in this area – but most of these wanted less involvement from their parents. Interestingly, in the current survey, 48% of "D" and "F" students wish they had more time with their parents.*

Exhibit 7.9
Parents' Knowledge of Students' Friends

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Q516-1 Do your parents know the following?
Base: All qualified students

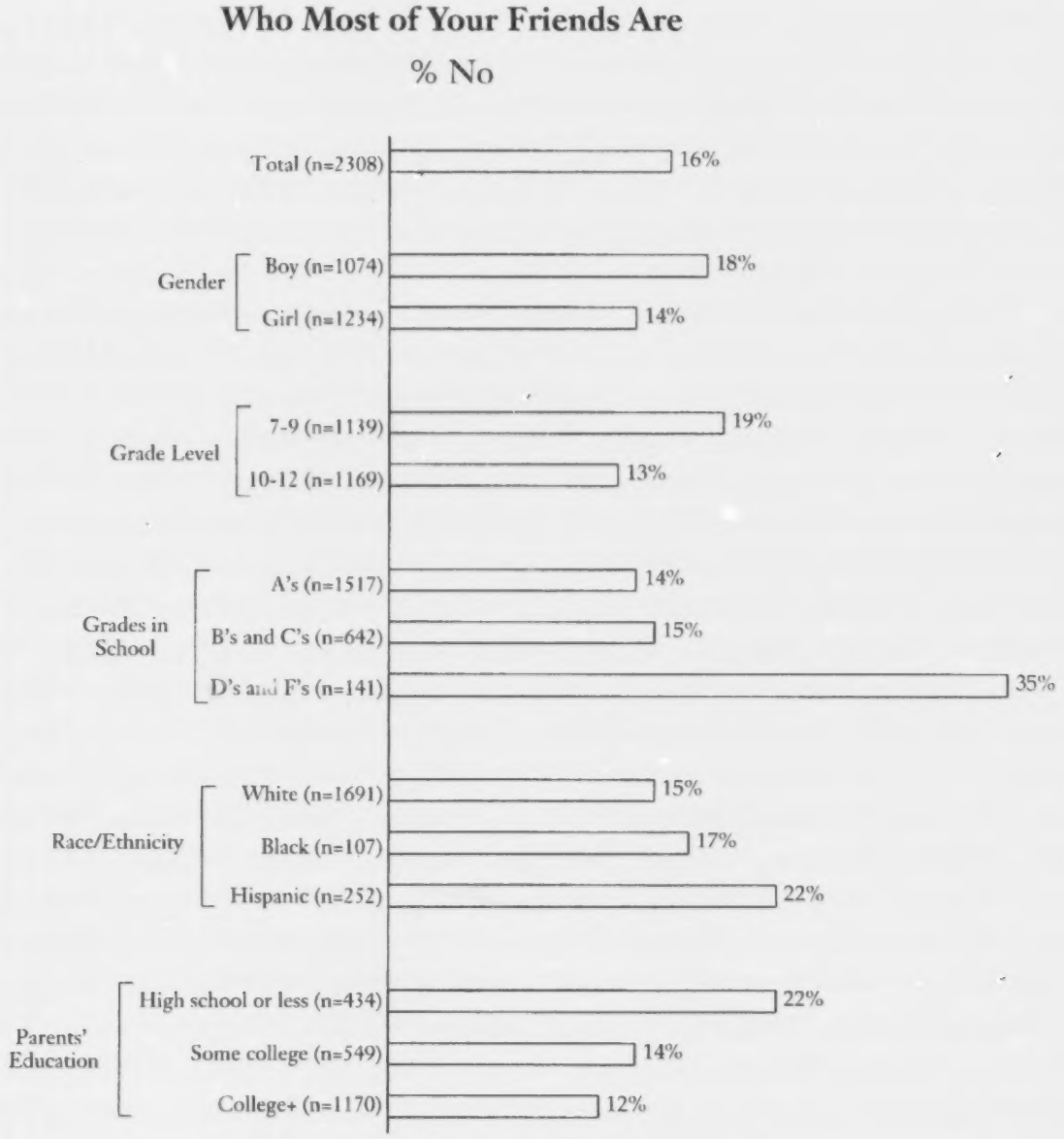

Exhibit 7.10
Parents' Knowledge of Students' Teachers

Q516-2 Do your parents know the following?
Base: All qualified students

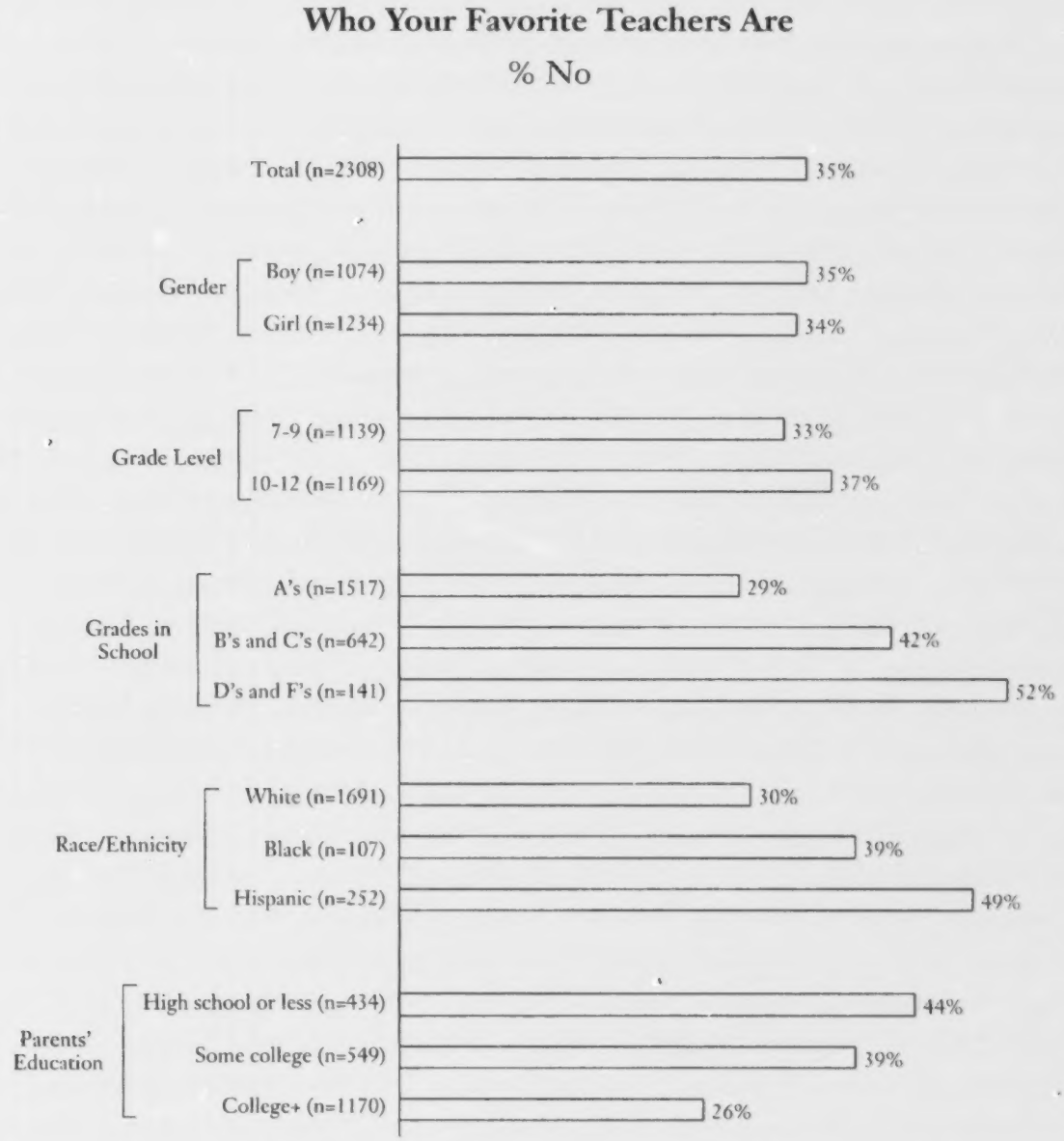

Exhibit 7.11
Parents' Knowledge of Students' School Performance

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Q516-3 Do your parents know the following?
Base: All qualified students

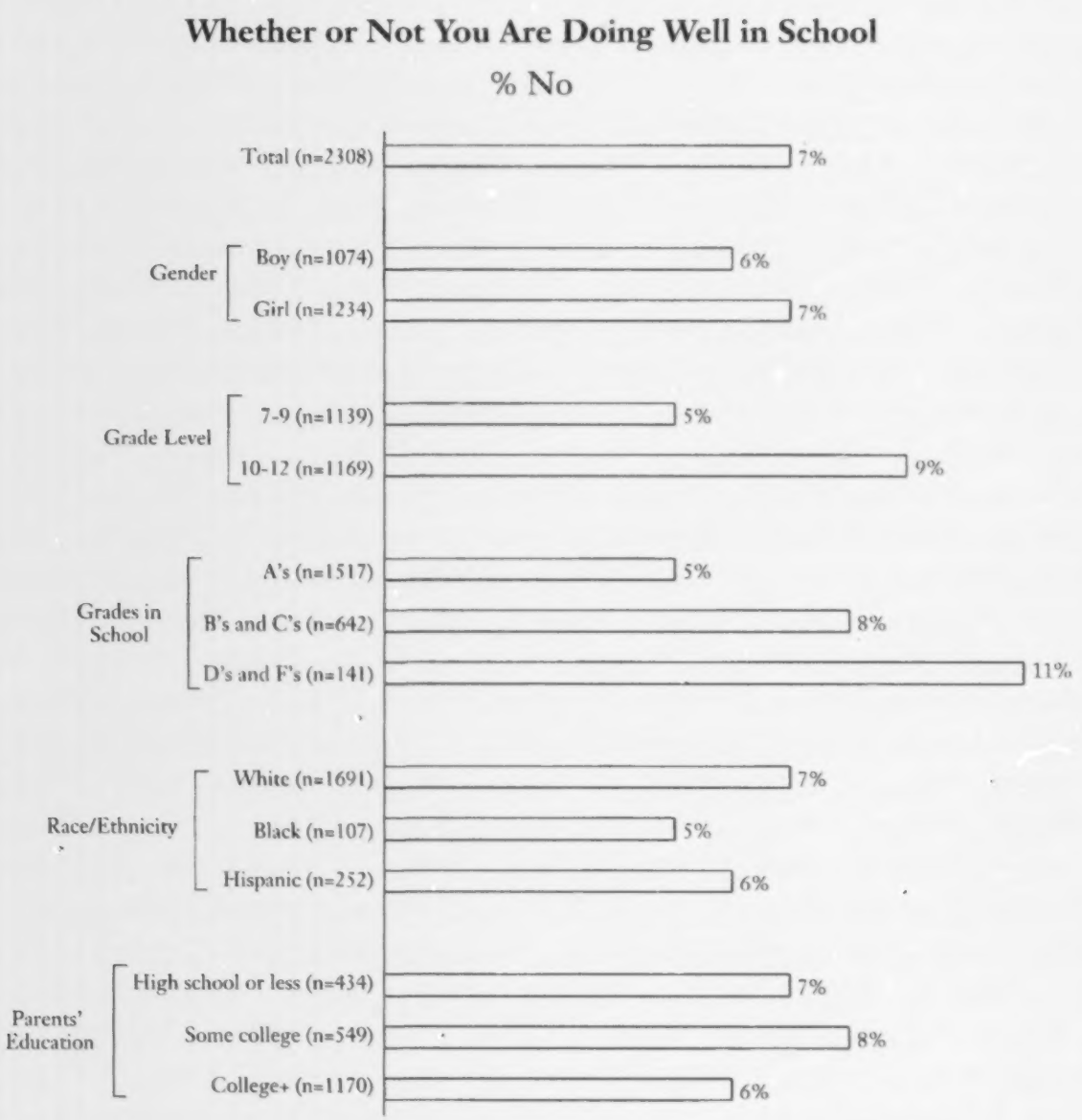

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Exhibit 7.12

Parents' Knowledge of Students' Worries

Q516-4 Do your parents know the following?
Base: All qualified students

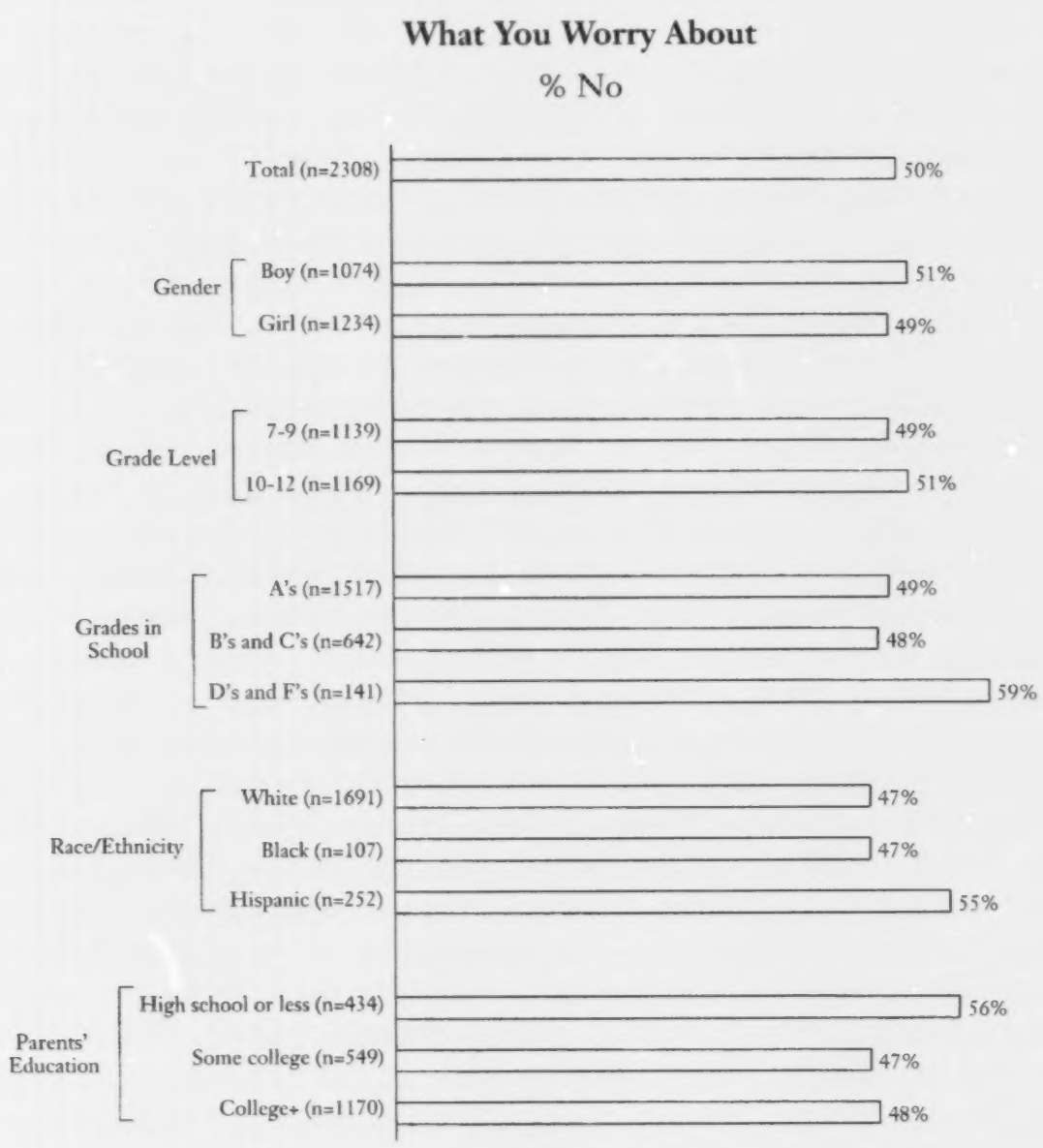
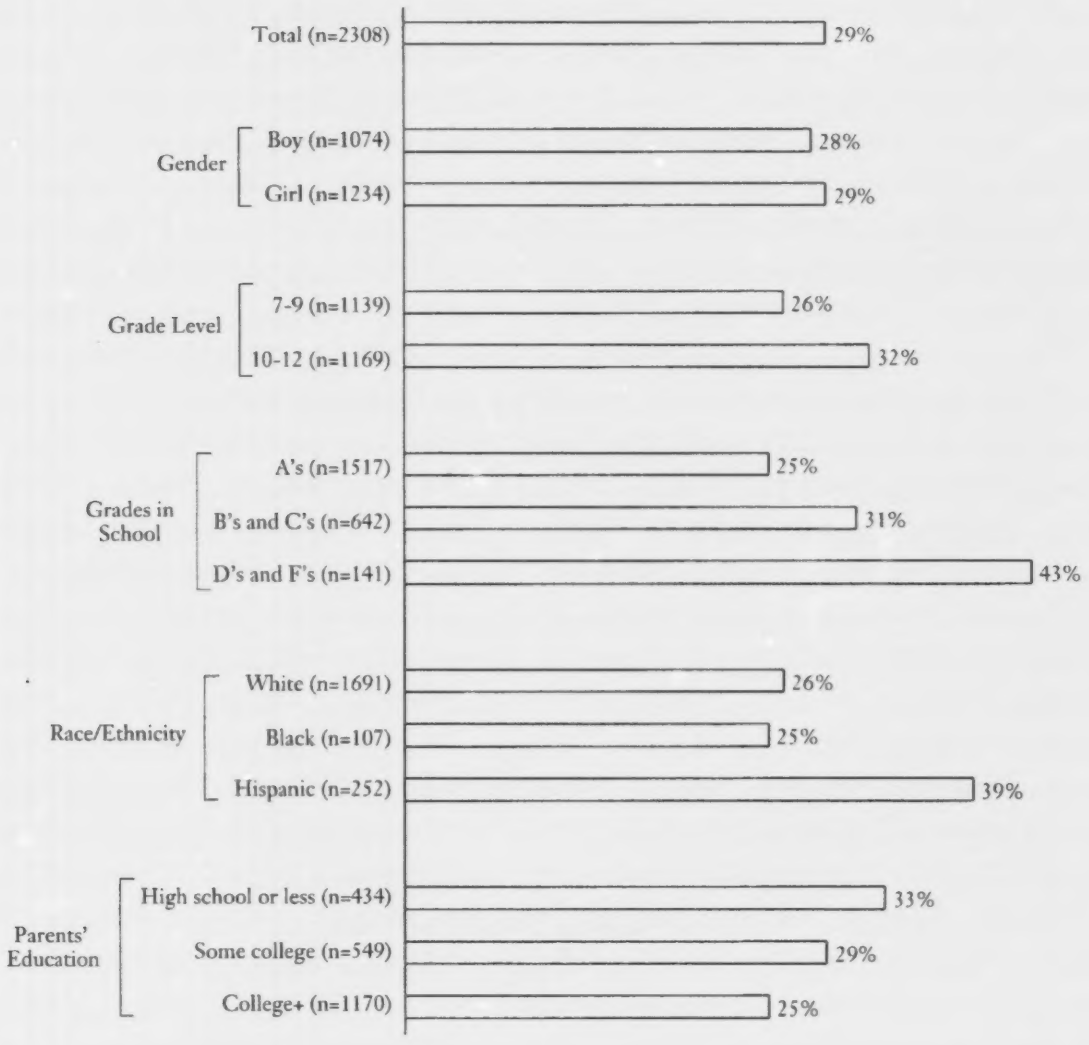


Exhibit 7.13
Parents' Knowledge of Students' Priorities

Q516-5 Do your parents know the following?
Base: All qualified students



CHAPTER 8

STUDENTS' HEALTH AND CONCERNS

TEACHERS SPEAK OUT

What do you think is the most important action a parent can take to help their children be successful in school?

"Be there, love them, feed them, see that they get enough sleep..."
(Teacher in suburban school)

Overview

Students who are getting higher grades in school are more likely than those getting lower grades to regularly eat breakfast, exercise and get more sleep. Students' sleep is of concern to both teachers and students. Two-thirds of students feel that they do not get enough sleep. One-third of secondary school students get less than 7 hours of sleep on a school night. This lack of sleep has an impact on several aspects of their lives at school and at home. Students also report frequent difficulties related to their mental well-being. As noted in Chapter Two, doing well in school is a major concern for many students. Secondary school students experience anxiety and other difficulties, with time pressures, boredom and stress at the top of the list.

Appearance and Exercise

A number of students are concerned about the way they look. One-third of secondary school students (34%) worry a great deal about looking good. Students who are most likely to worry a great deal about their appearance are girls (41%), 7th – 9th graders (41%) and Black students (47%). (Exhibits 8.1 – 8.2)

Exhibit 8.1
Worries About Appearance

Q536-3 How much do you worry about the following?
Base: All qualified students (n=2308)

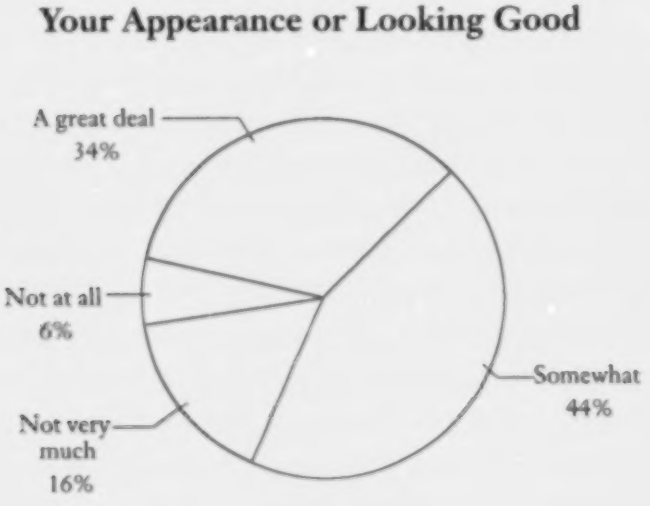


Exhibit 8.2
Worries About Appearance by Demographics

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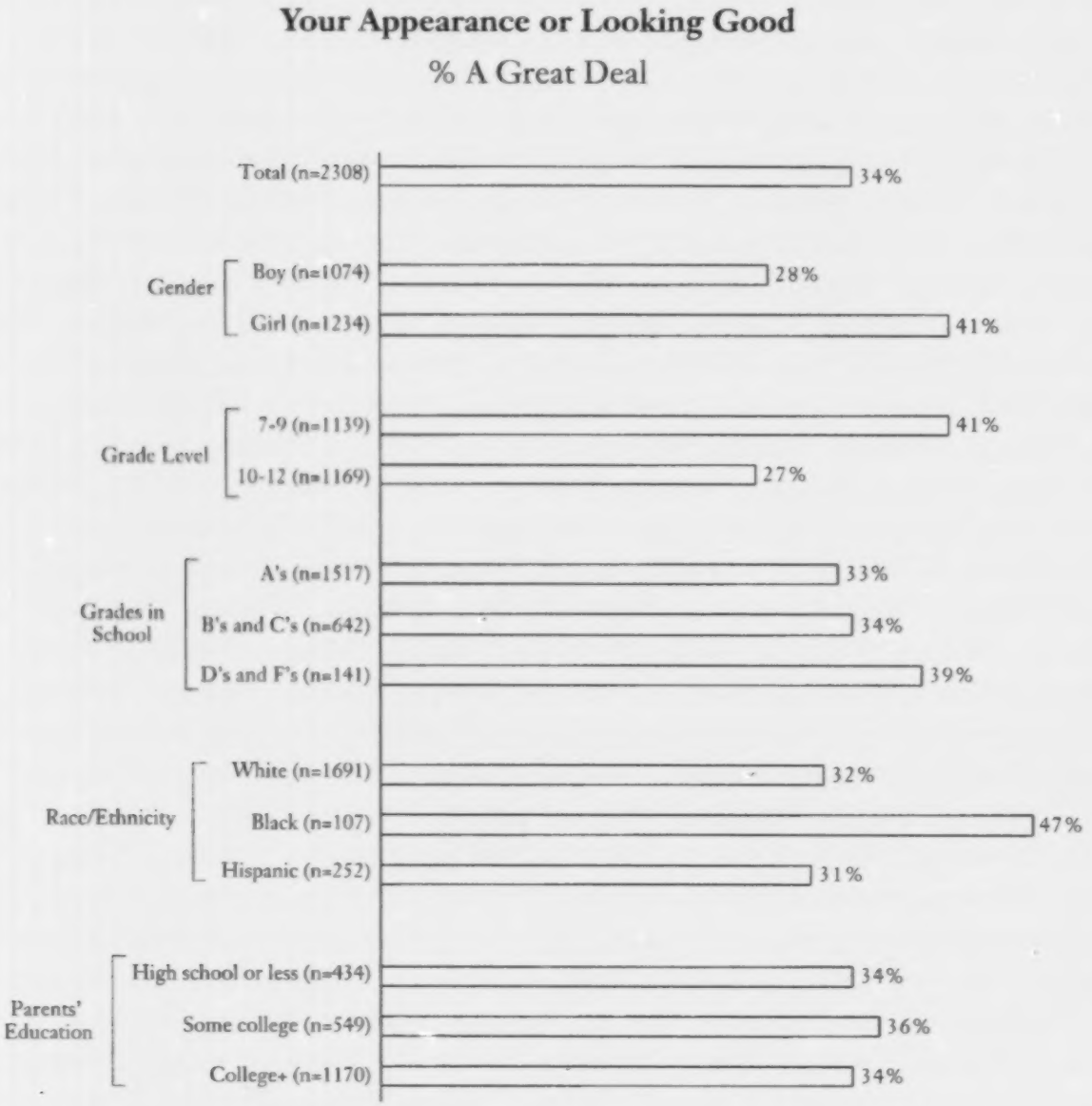
Q536-3 How much do you worry about the following?
Base: All qualified students



Students also report frequent physica' activity. More than half of students (54%) report that they do things that require a lot of physical activity and exercise for four or more days a week. Boys are more likely than girls (58% vs. 50%), and younger students are more likely than older students (59% vs. 48%) to participate in this level of physical activity. Hispanic students are less likely than Black or White students to exercise 4 or more days a week (43% vs. 57% vs. 56%). (Exhibits 8.3 – 8.4)

OBSERVATION: *"A" students are more likely than those getting D's and F's to exercise four or more days a week (56% vs. 45%) (Exhibit 8.4). This trend reflects findings elsewhere in this report which show that students who are getting higher grades in school are more likely than those who are failing or nearly failing to be active in many areas of their lives, including extracurricular activities such as sports, the arts and schoolwork programs (Chapter 5).*

Exhibit 8.3
Frequency of Physical Activities

Q410 During a typical week, how often do you do things that require a lot of physical activity and exercise, like playing sports, jogging, swimming, dancing or other things?
Base: All qualified students (n=2308)

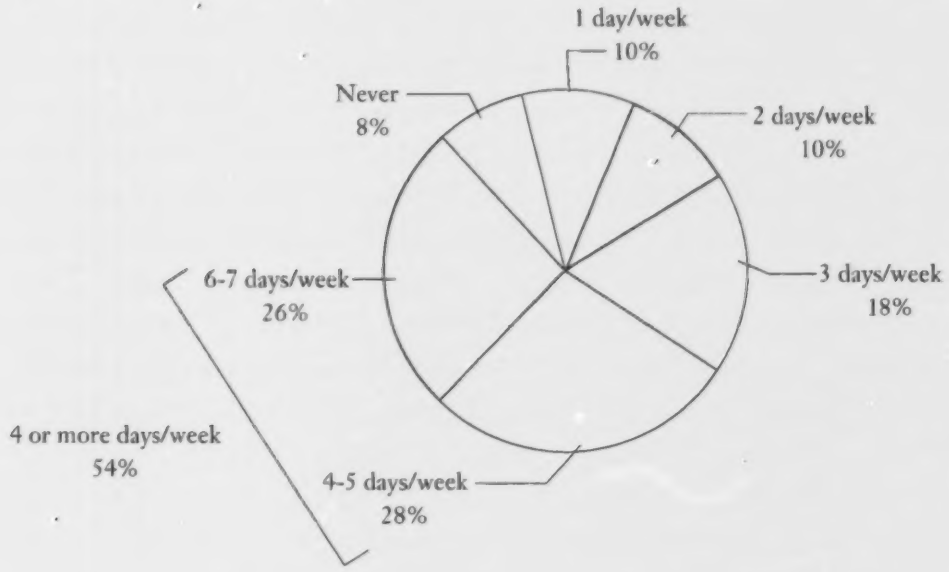


Exhibit 8.4
Frequency of Physical Activities by Demographics

Q410 During a typical week, how often do you do things that require a lot of physical activity and exercise, like playing sports, jogging, swimming, dancing or other things?
Base: All qualified students

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Never	8	9	7	4	12	7	8	13
1 day a week	10	9	11	7	13	10	11	6
2 days a week	10	9	12	11	10	9	11	16
3 days a week	18	16	20	19	17	18	17	20
4 or more days a week	54	58	50	59	48	56	53	45
4 to 5 days a week	28	26	29	28	28	29	27	21
6 to 7 days a week	26	31	20	31	20	27	25	24

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Never	8	8	6	13	8	10	7
1 day a week	10	10	5	12	9	9	11
2 days a week	10	9	10	15	13	10	9
3 days a week	18	18	22	18	16	17	18
4 or more days a week	54	56	57	43	55	54	55
4 to 5 days a week	28	28	28	25	31	31	25
6 to 7 days a week	26	28	29	18	23	23	29

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Breakfast

Half of students (50%) eat breakfast four or more days a week. As with exercise, boys are more likely than girls (57% vs. 43%), and younger students are more likely than older students (55% vs. 44%) to eat breakfast 4 or more days a week. Unlike exercise however, family income is related to how frequently students eat breakfast. Low-income students (those whose parents have no more than a high school education) are less likely than high-income students (those whose parents have at least a college degree) to eat breakfast 4 or more days a week (41% vs. 56%). White students are also more likely than Black or Hispanic students to eat breakfast this often (53% vs. 36% vs. 43%). Finally, eating breakfast is associated with school success. Students who get A's are more likely than those who get B's and C's or D's and F's to eat breakfast 4 or more days a week (56% vs. 43% vs. 39%). (Exhibits 8.5 – 8.6)

DID YOU KNOW THAT. . . ? *Approximately 14% of all American children are overweight or obese. —National Center for Health Statistics, Center for Disease Control and Prevention, 2000*

Children who eat breakfast perform better on standardized achievement tests and have fewer behavior problems in school. Researchers at Harvard Medical/ Massachusetts General Hospital found that hungry children are more likely to have behavioral and academic problems than children who get enough to eat. At school, hungry children had more problems with irritability, anxiety and aggression, as well as more absences and tardiness.

Exhibit 8.5
Frequency of Breakfast Eating

Q430 During a typical week, how many days do you eat breakfast?
Base: All qualified students (n=2308)

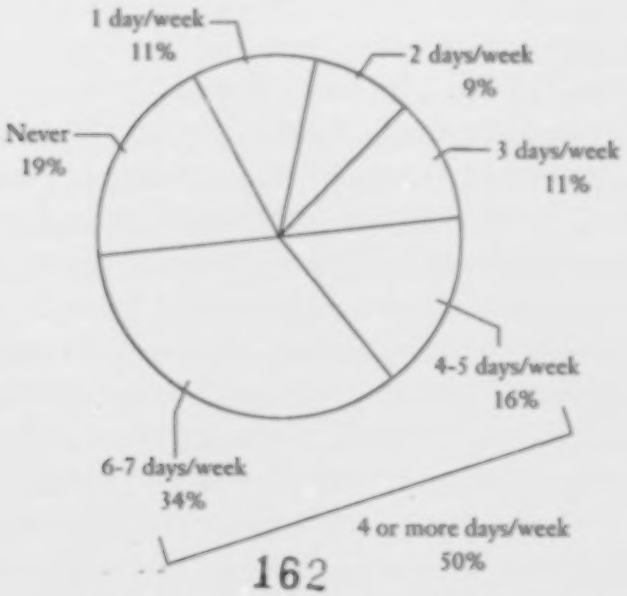

Exhibit 8.6
Frequency of Breakfast Eating by Demographics

Q430 During a typical week, how many days do you eat breakfast?
Base: All qualified students

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Never	19	17	21	17	21	16	20	31
1 day a week	11	9	14	10	13	11	13	8
2 days a week	9	8	11	9	10	9	11	7
3 days a week	11	10	11	9	13	8	14	15
4 or more days a week	50	57	43	55	44	56	43	39
4 to 5 days a week	16	19	13	18	15	18	15	14
6 to 7 days a week	34	38	29	37	30	38	28	25

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Never	19	18	15	26	20	25	15
1 day a week	11	10	16	12	14	12	10
2 days a week	9	9	12	10	13	13	7
3 days a week	11	9	21	10	12	12	10
4 or more days a week	50	53	36	43	41	38	56
4 to 5 days a week	16	17	14	14	12	14	20
6 to 7 days a week	34	36	22	29	29	24	38

STUDENTS SPEAK OUT

What would you do if you had an extra 3 hours in the day?

"Sleep, I need sleep."
(10th grade boy)

Sleep is particularly important in regard to the well-being of secondary school students. Students typically get 7 hours of sleep on a school night. One-third of secondary school students (33%) get less than seven hours of sleep on a typical school night, including twelve percent who get less than six hours of sleep. Older students are more likely than younger students (43% vs. 25%), and girls are more likely than boys (37% vs. 30%) to get less than 7 hours of sleep on a school night. Sleep is another area associated with school success. Students who get D's and F's are more likely than those who get A's to sleep less than seven hours on a school night (43% vs. 33%). (Exhibit 8.7)

Teachers believe lack of sleep is a problem for many of their students. On average, teachers report that 40% of their students do not get enough sleep. Lack of sleep is an even bigger issue from the students' perspective. Two-thirds of students (64%) think they do not get enough sleep. Girls (71%) and older students (73%) are more likely than other students to feel sleep-deprived. (Exhibits 8.8 – 8.10)

DID YOU KNOW THAT. . . ? *The recommended amount of sleep for teenagers is a minimum of 8.5 hours per night. – National Sleep Foundation, 2002*

Exhibit 8.7
Hours of Sleep

Q420 On a typical school night (Sunday – Thursday), how many hours do you sleep?
Base: All qualified students

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Less than 7 hours	33	30	37	25	43	33	31	43
Less than 6 hours	12	12	11	9	15	11	12	21
6 hours	21	18	25	16	28	22	20	21
7 hours	25	27	23	21	30	28	22	21
8 hours	26	27	25	31	20	26	27	21
More than 8 hours	14	15	14	22	6	13	18	12
Median	7	7	7	8	7	7	7	7

		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Less than 7 hours	33	35	28	30	34	36	32
Less than 6 hours	12	12	11	9	12	14	10
6 hours	21	22	17	21	22	22	21
7 hours	25	24	22	31	26	22	26
8 hours	26	27	30	20	25	26	27
More than 8 hours	14	13	19	18	13	16	14
Median	7	7	7	7	7	7	7

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Exhibit 8.8

Teachers' Views of Students' Sleep

Q720 What percentage of your students do not get enough sleep?
Base: All qualified teachers

Average Percentage of Students

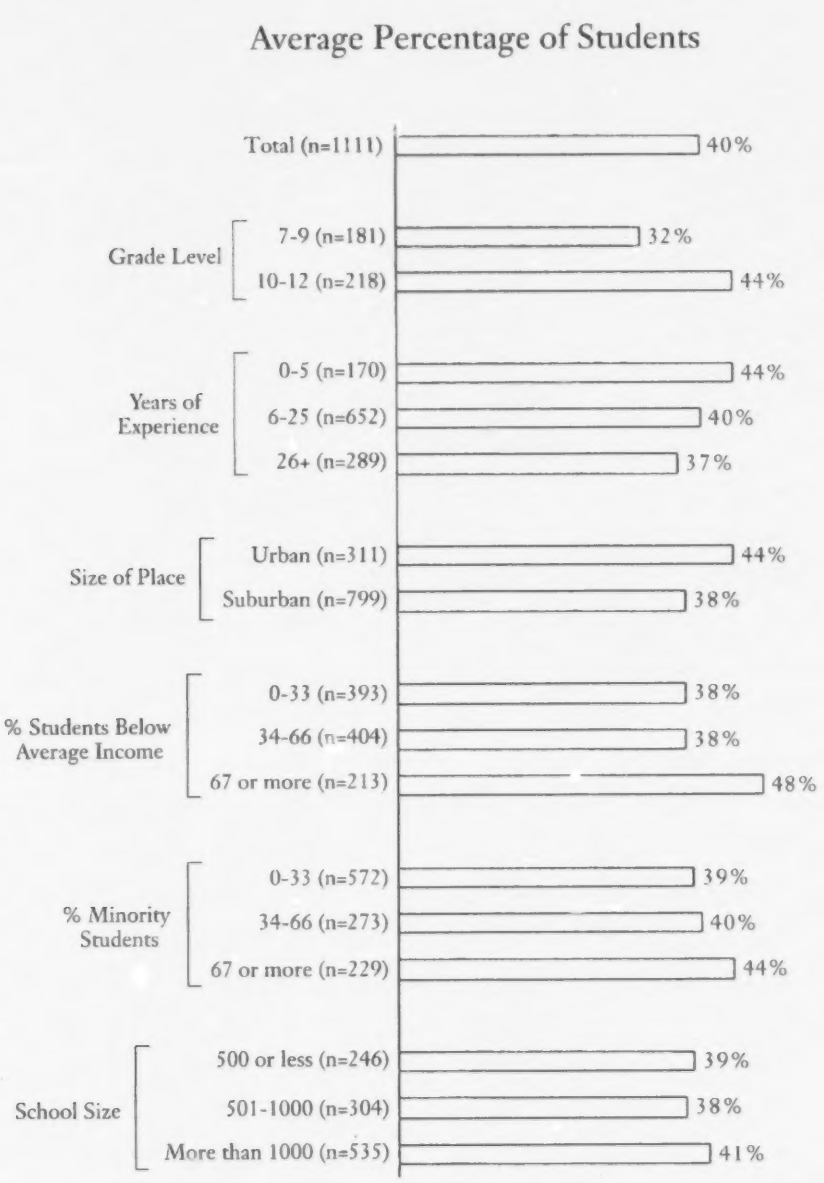

Exhibit 8.9
Students' Views of Sleep

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Q425 In general, do you think you get enough sleep?
Base: All qualified students (n=2308)

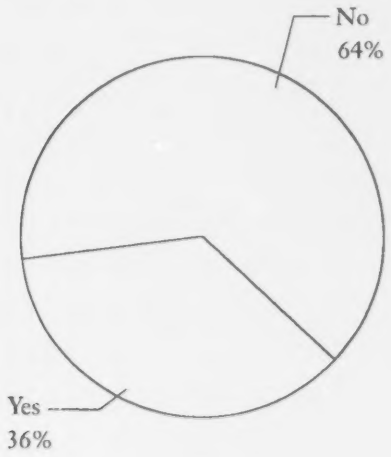

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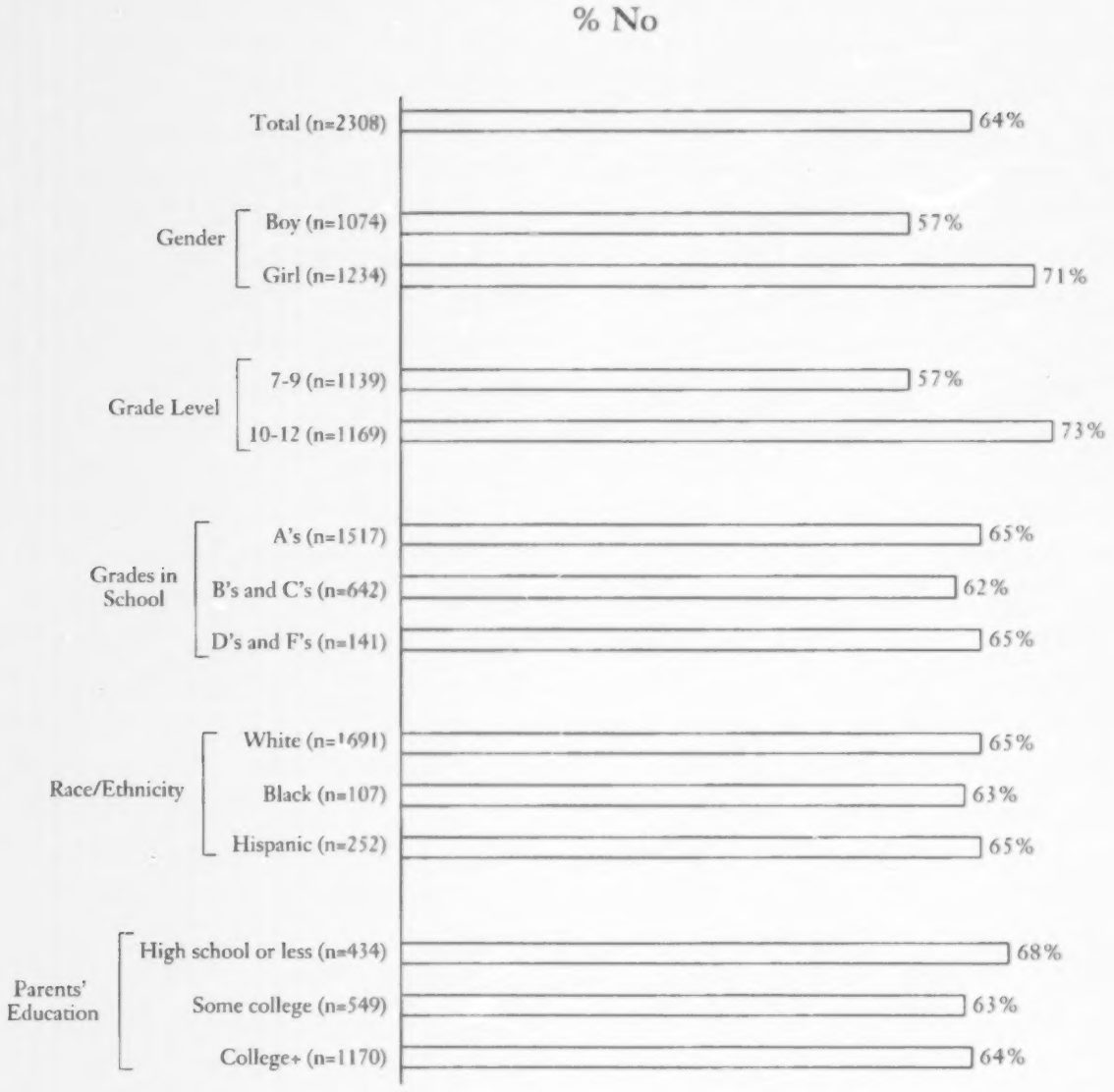
Exhibit 8.10

Students' Views of Sleep by Demographics

Q425 In general, do you think you get enough sleep?
Base: All qualified students



Students who report that they do not get enough sleep are predominantly female and in 10th – 12th grades. On average, they sleep 7 hours a night, compared to 8 hours for those who report getting enough sleep, and sleep-deprived students are three times as likely as rested students to sleep less than 6 hours on a school night (16% vs. 5%). Sleep-deprived students are not more likely to work for pay on a typical school day. However, among students who do work, those who feel sleep-deprived typically work one hour longer on a school day (3.5 vs. 2.5 hours). Sleep-deprived students are also more likely than rested students to have considered dropping out of school (23% vs. 15%) and to not have a quiet place to do homework (24% vs. 14%). (Exhibit 8.11)

Not surprisingly, sleep-deprived students are also more likely than rested students to experience problems of concentration and staying awake during the day. Sleep-deprived students are more likely than other students to:

- Have difficulty waking up in the morning (70% vs. 37%);
- Feel tired during class (64% vs. 34%);
- Daydream in class (48% vs. 31%);
- Have trouble falling asleep at night (38% vs. 16%);
- Get too hungry to be able to pay attention in class (19% vs. 11%); and
- Fall asleep during class (15% vs. 7%). (Exhibit 8.12)

Sleep-deprived students are also more likely than rested students to experience other types of stress and difficulties. Sleep-deprived students are more likely than others to very often or often:

- Feel that they have too much to do (63% vs. 38%);
- Feel bored (61% vs. 43%);
- Feel nervous and stressed (54% vs. 30%);
- Worry about having enough money (45% vs. 27%);
- Have difficulty paying attention in class (34% vs. 16%);
- Feel lonely (34% vs. 18%);
- Have problems with their family (25% vs. 15%); and
- Have problems with other people their age (25% vs. 15%). (Exhibit 8.13)

Exhibit 8.11

Demographic Profile of Sleep-Deprived Students

	Total	Get Enough Sleep: Yes	Get Enough Sleep: No
Base:	2308	814	1490
	%	%	%
Gender			
Boy	51	61	46
Girl	49	39	54
Grade level			
7th – 9th	52	64	46
10th – 12th	48	36	54
Size of place			
Urban	31	30	31
Suburban/rural	69	70	69
Race/ethnicity			
White	66	66	67
Black	11	12	11
Hispanic	14	14	14
Parents' education			
High school or less	22	20	23
Some college	24	25	24
College or more	48	48	46
Language at home			
English	91	88	92
Other language	8	10	7
Quiet place to do homework			
No	21	14	24
Yes	79	86	76
Considered dropping out			
No	80	85	77
Yes	20	15	23
Hours of sleep on a school night			
Less than 6	12	5	16
Median	7 hours	8 hours	7 hours
Work for pay on a school day			
Yes	35	34	35
No	61	60	61
Hours worked for pay on a school day (median)	3	2.5	3.5
(Base: Student works)	(819)	(275)	(543)

Exhibit 8.12
Student Difficulties by Amount of Sleep

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Q416 How often do you experience the following?
Base: All qualified students (n=2308)

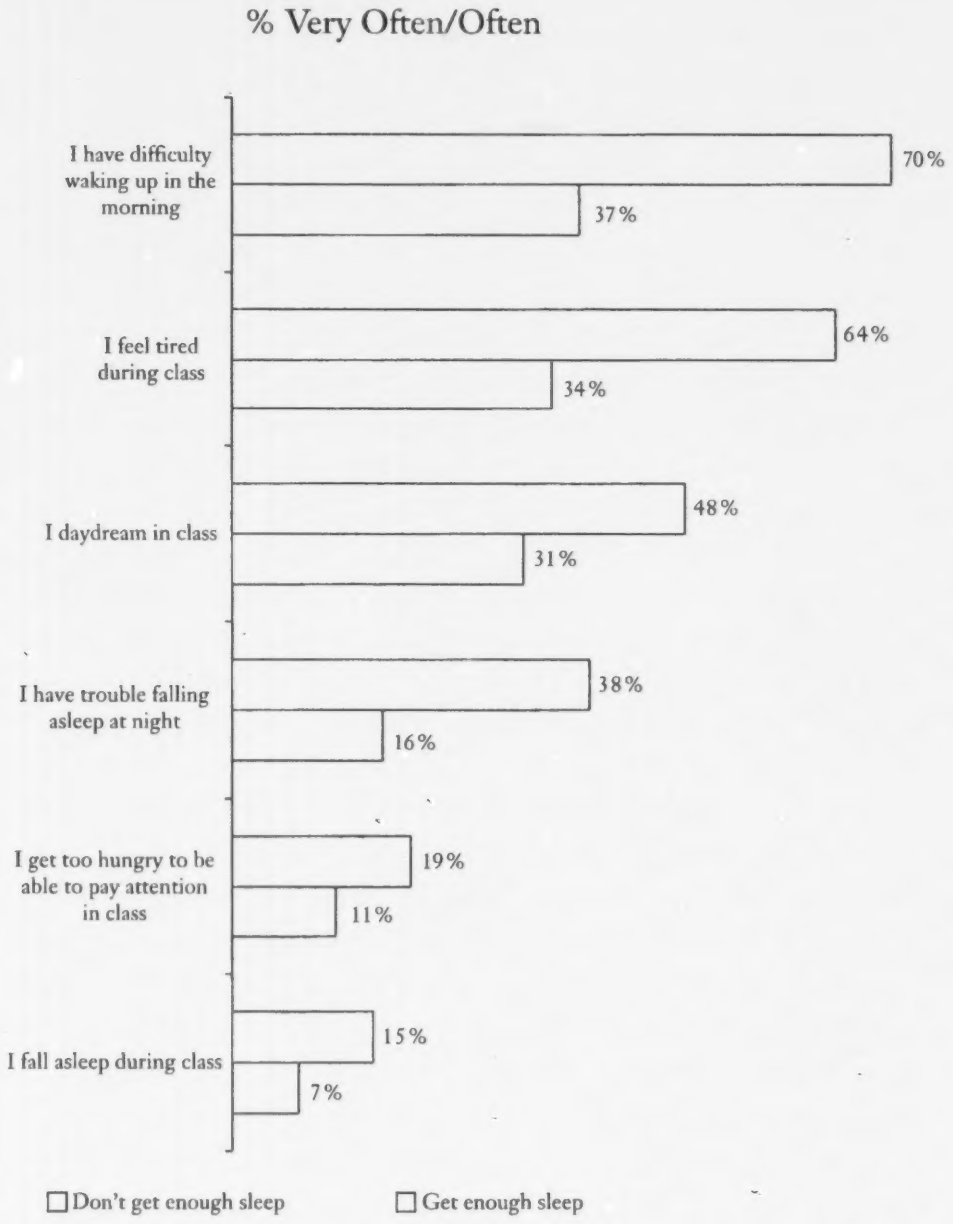
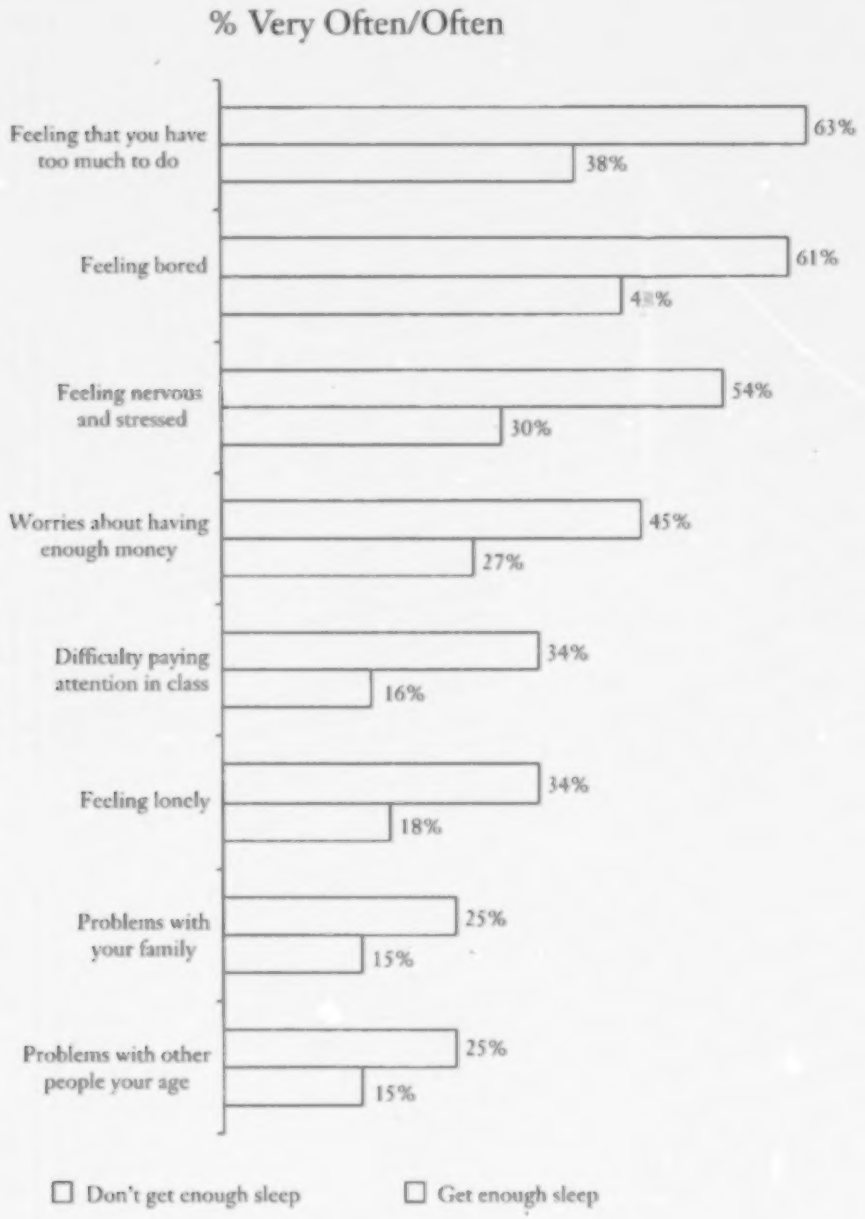


Exhibit 8.13
Student Stress by Amount of Sleep

Q541 During the past three months, how often have you experienced the following?
Base: All qualified students (n=2308)

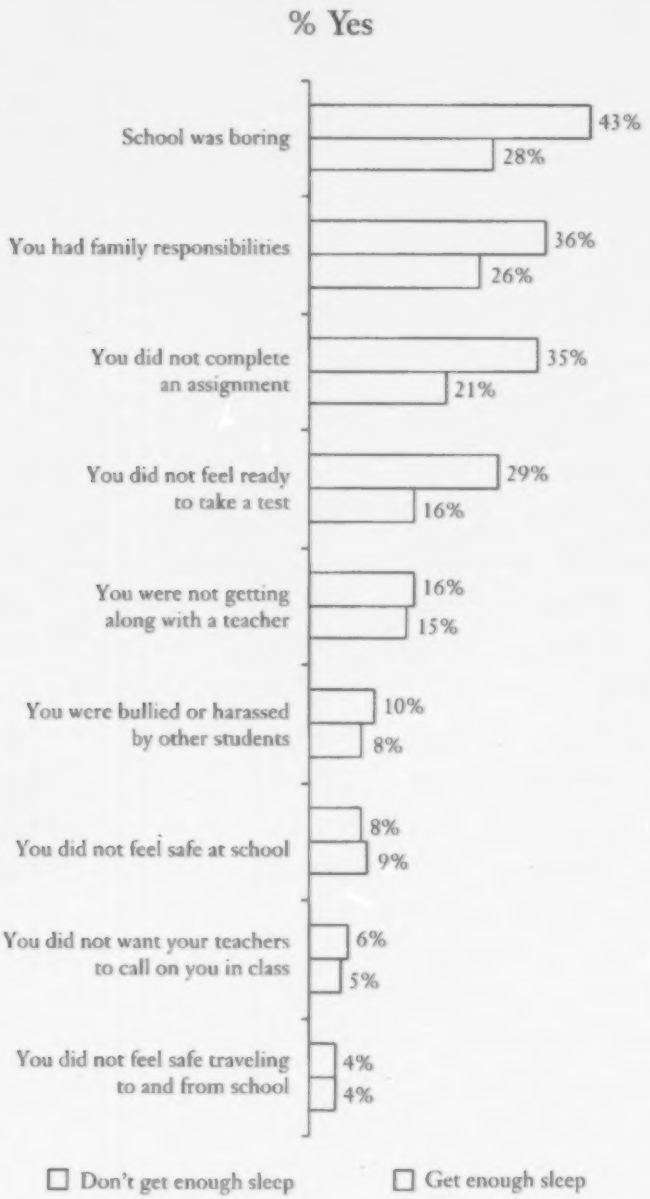


Finally, not getting enough sleep also appears to be related to skipping class or school. Students who do not get enough sleep are more likely than others to have skipped class or school because of the following:

- School was boring (43% vs. 28%);
- They had family responsibilities (36% vs. 26%);
- They did not complete an assignment (35% vs. 21%); and
- They did not feel ready to take a test (29% vs. 16%). (Exhibit 8.14)

Exhibit 8.14
Skipping Class by Amount of Sleep

Q317 During the past two years, have you ever skipped a class or school because . . .?
Base: All qualified students (n=2308)



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Reading for Pleasure

Four in ten students (38%) read for fun at least a few times a week. Girls are more likely than boys (40% vs. 35%), and younger students are more likely than older students (40% vs. 35%) to read for fun this frequently. Students whose parents have a college degree are more likely than those whose parents have no more than a high school education to read for fun at least a few times a week (43% vs. 31%). In addition, "A" students are nearly three times as likely as students who get D's and F's to read for pleasure this frequently (46% vs. 17%). (Exhibits 8.15 – 8.16)

OBSERVATION: *Although students are reading for fun, they may not be reading books.* The MetLife Survey of the American Teacher, 2000 *found that only two in ten (18%) said that, "I read books in my free time" was a lot like them. In the current survey, 48% of "D" and "F" students with they had more time with their parents.*

Nearly four in ten students (37%) wish they had more time for reading for fun. Girls (44%), older students (41%), "A" students (41%) and higher income students (parent has at least a college degree; 42%) are the most likely students to wish that they had more time for pleasure reading. (Exhibits 8.17 – 8.18)

A sizable proportion of students wish they had more time for reading for pleasure. However, compared to this, students are more than twice as likely to wish they had more time for being with their friends (93%) or doing what they want to do (97%). Compared to their wishes for more reading time, students are also more likely to wish for more time with friends or doing what they want to do than to be with their parents (54%) or do schoolwork (41%) (see Chapters 2 and 7). Younger students (95%) and White students (95%) are the most likely students to wish they had more time for being with their friends. However, the wish for more time to do their own thing is shared by all types of students. (Exhibits 8.17 and 8.19 – 8.20)

Exhibit 8.15
Frequency of Reading for Fun

Q331-1 How often do you do the following?
Base: All qualified students (n=2308)

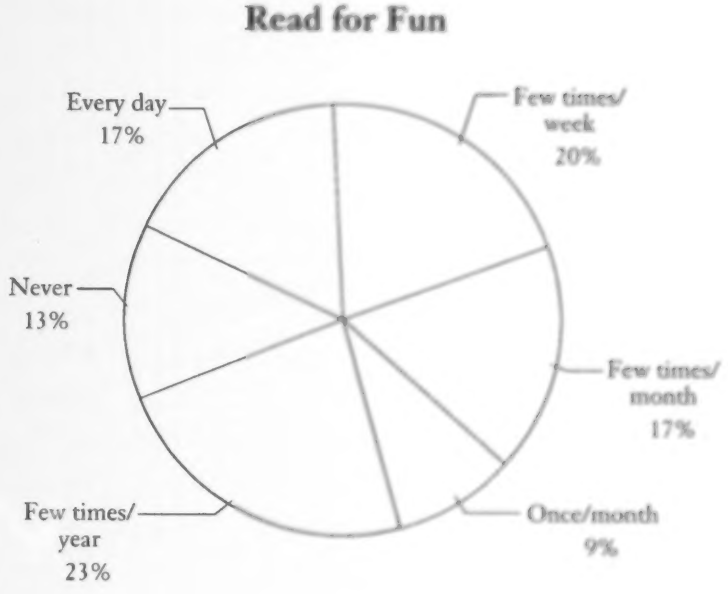


Exhibit 8.16
Frequency of Reading for Fun by Demographics

Q331-1 How often do you do the following?
Base: All qualified students

Read for Fun

		Gender		Grade Level		Grades in School		
	Total	Boy	Girl	7-9	10-12	A's	B's & C's	D's & F's
Base	2308	1074	1234	1139	1169	1517	642	141
	%	%	%	%	%	%	%	%
Every day/a few times a week	38	35	40	40	35	46	27	17
Every day	17	16	18	16	19	21	11	9
A few times a week	20	19	21	24	17	24	16	8
A few times a month	17	16	19	20	15	17	18	16
Once a month	9	8	9	8	9	7	11	12
A few times a year/never	36	40	32	32	41	30	43	54
A few times a year	23	25	22	20	26	22	27	19
Never	13	15	10	12	14	8	16	35

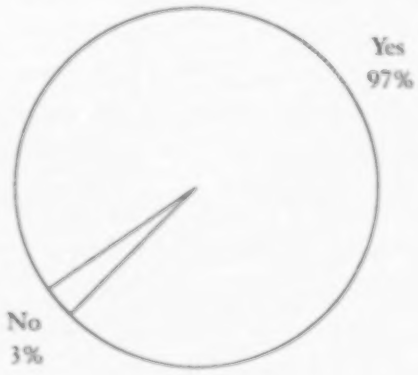
		Race/Ethnicity			Parents' Education		
	Total	White	Black	Hispanic	High school or less	Some college	College or more
Base	2308	1691	107	252	434	549	1170
	%	%	%	%	%	%	%
Every day/a few times a week	38	37	36	35	31	33	43
Every day	17	17	20	13	12	16	20
A few times a week	20	20	16	21	18	17	23
A few times a month	17	15	26	21	16	21	16
Once a month	9	9	9	9	9	10	8
A few times a year/never	36	38	28	35	45	36	32
A few times a year	23	24	20	23	26	23	23
Never	13	14	8	12	18	14	9

Exhibit 8.17
Students' Wishes for More Time

Q346 Do you wish you had more time for the following?
Base: All qualified students (n=2308)

Reading for Fun

Doing What You Want to Do



Being With Your Friends

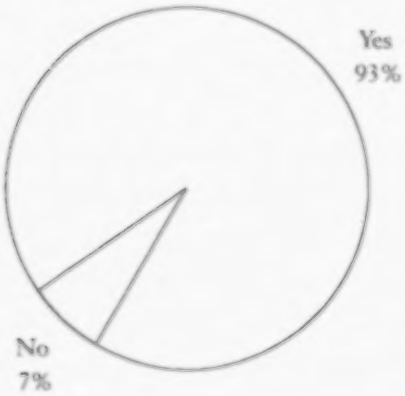


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Exhibit 8.18
Students' Wishes for More Time Reading

Q346-2 Do you wish you had more time for the following?
Base: All qualified students

Exhibit 8.19
Students' Wishes for More Time With Friends

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Q346-3 Do you wish you had more time for the following?
Base: All qualified students

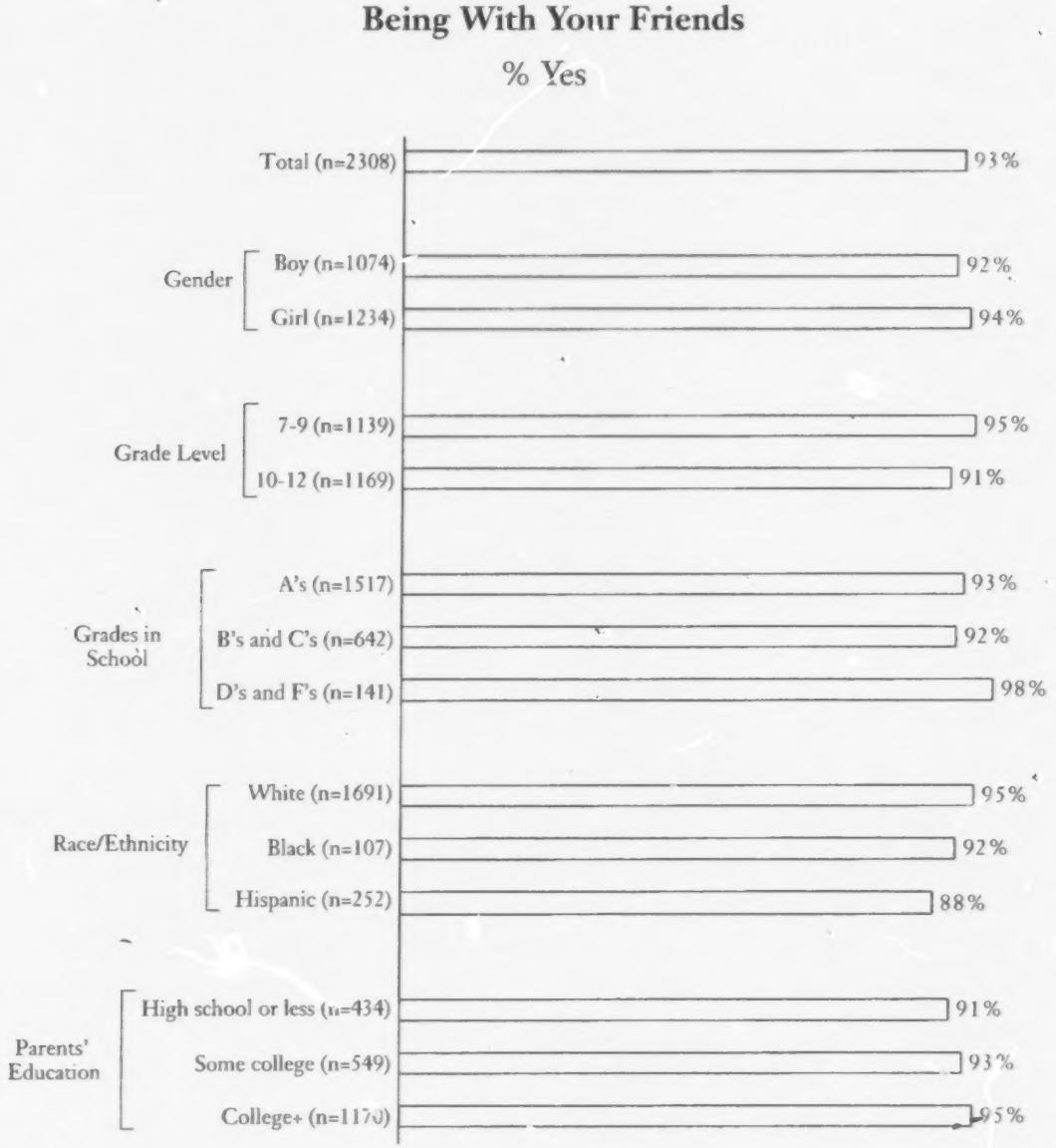

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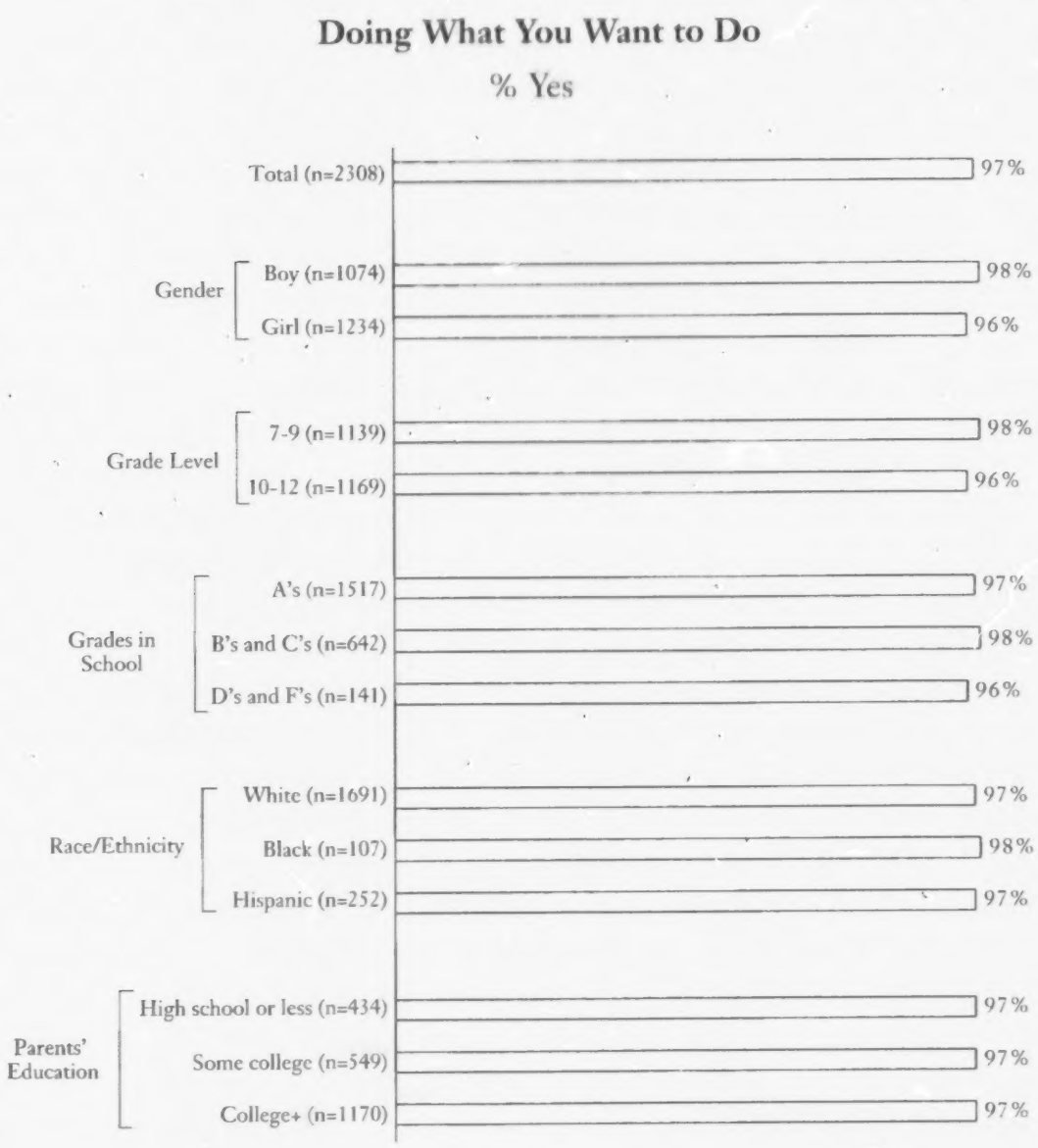
Exhibit 8.20
Students' Wishes for More Time for Doing What They Want to Do

Q346-5 Do you wish you had more time for the following?
Base: All qualified students



Happiness and Difficulties at Home

Many, but not all, students have positive feelings about their home life. Slightly more than half of students (55%) describe their home and family life as extremely or very happy. As noted previously (Chapters 1 and 5), students are much more likely to describe their home life this way, compared to life in their neighborhood (37%) or at school (33%). Boys (60%) and high-income students (parent has at least a college degree; 60%) are the most likely students to describe their home life as extremely or very happy (58%), while students who get D's and F's are the least likely students to describe their home life this way (31%). (Exhibits 8.21 – 8.22)

Exhibit 8.21
Students' Description of Home Life

Q546-1 How would you describe…?
Base: All qualified students (n=2308)

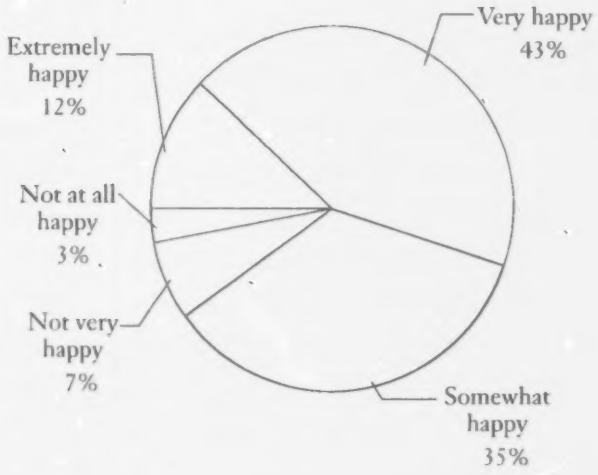


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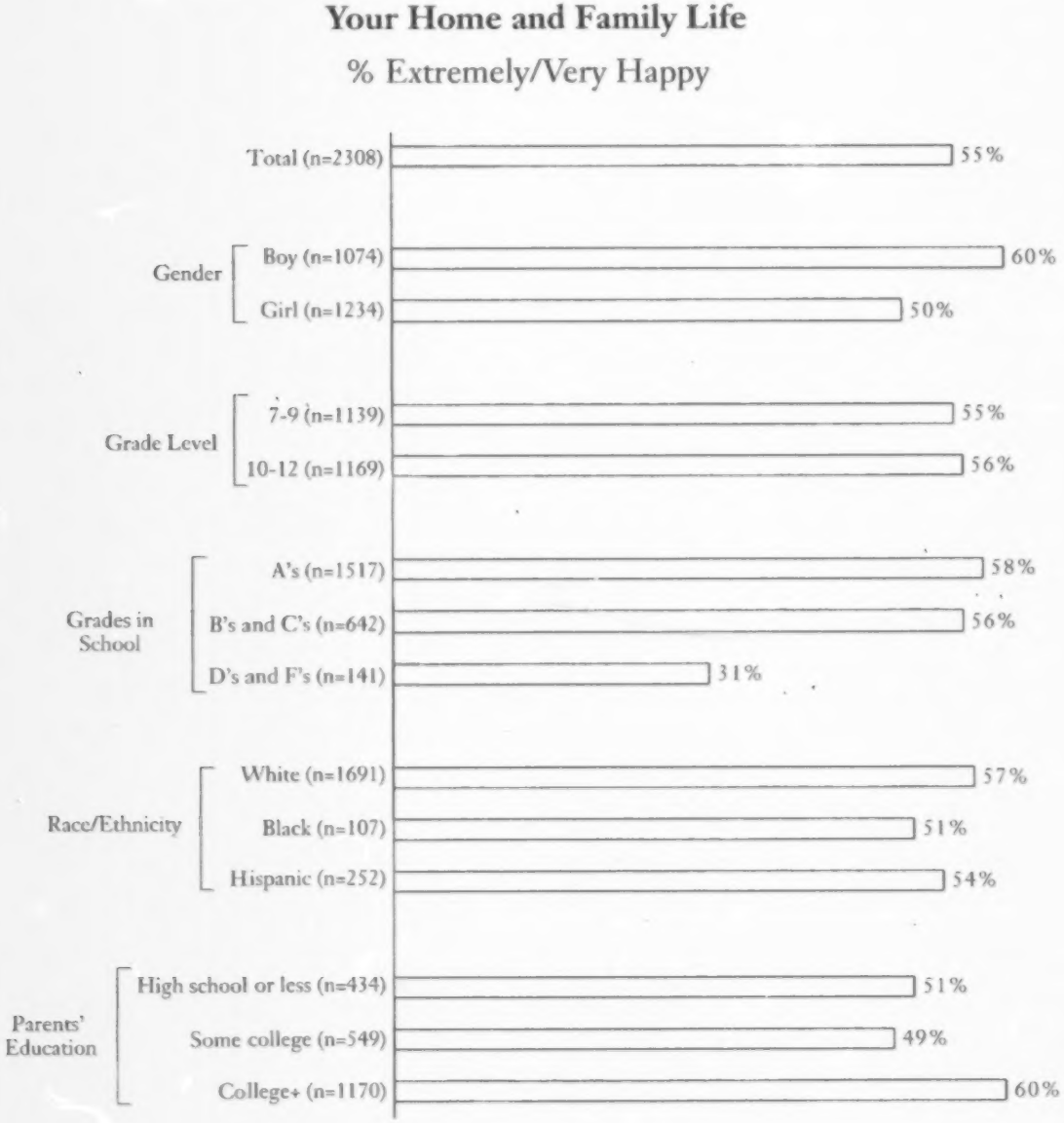
Exhibit 8.22

Students' Description of Home Life by Demographics

Q546-1 How would you describe...?

Base: All qualified students



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Feelings of anxiety and other difficulties are frequently experienced by secondary school students, with time pressures, boredom and stress toward the top of the list. Students very often or often:

- Feel that they have too much to do (55%);
- Feel bored (55%);
- Feel nervous and stressed (46%);
- Worry about having enough money (39%);
- Feel lonely (28%);
- Have difficulty paying attention in class (27%);
- Have problems with their family (22%); and
- Have problems with other people their age (22%). (Exhibits 8.23 – 8.31)

Girls are more likely than boys to frequently have all of these experiences, with the exception of difficulties paying attention in class. Older students are more likely than younger students to very often or often feel that they have too much to do (61% vs. 49%); feel nervous and stressed (50% vs. 41%), worry about having enough money (47% vs. 31%); and have difficulty paying attention in class (30% vs. 25%). (Exhibits 8.24 – 8.31)

Finally, experiencing certain of these stresses and difficulties is also related to school success. Students who are getting D's and F's are more likely than those who are getting A's to very often or often feel bored (76% vs. 53%); have difficulty paying attention in class (58% vs. 23%); and have problems with their family (30% vs. 20%). (Exhibits 8.24 – 8.31)

DID YOU KNOW THAT. . . ? *Academic stress has been evident in past* MetLife Surveys of the American Teacher *as well. In* The MetLife Survey of the American Teacher, 2000, *37% of students indicated that the statement "I'm under a lot of pressure to do well in school" was a lot like them.*

Exhibit 8.23
Student Stress

Q540 During the past three months, how often have you experienced the following?
Base: All qualified students (n=2308)

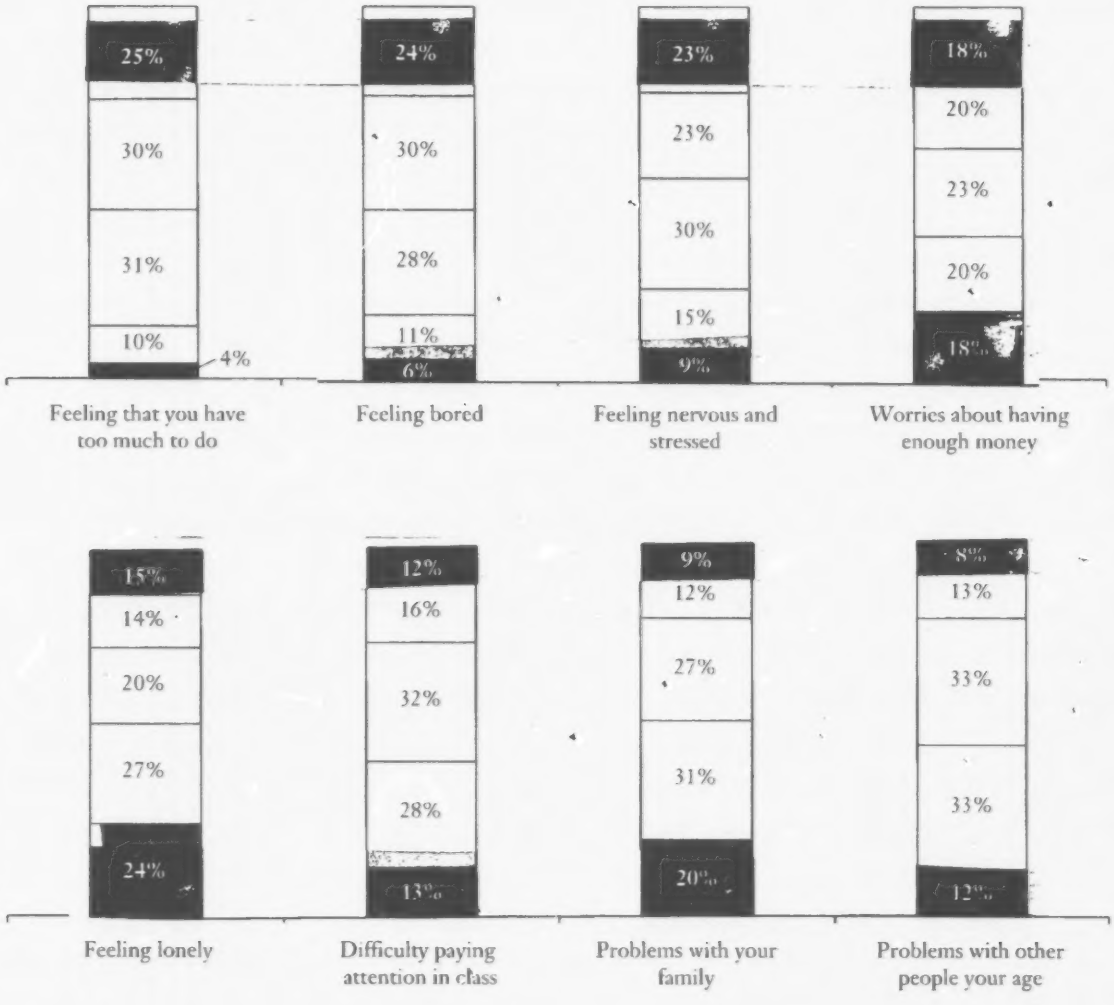

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Exhibit 8.24
Feeling Overwhelmed

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Q540-1 During the past three months, how often have you experienced the following?
Base: All qualified students

Feeling That You Have Too Much to Do

% Very Often/Often

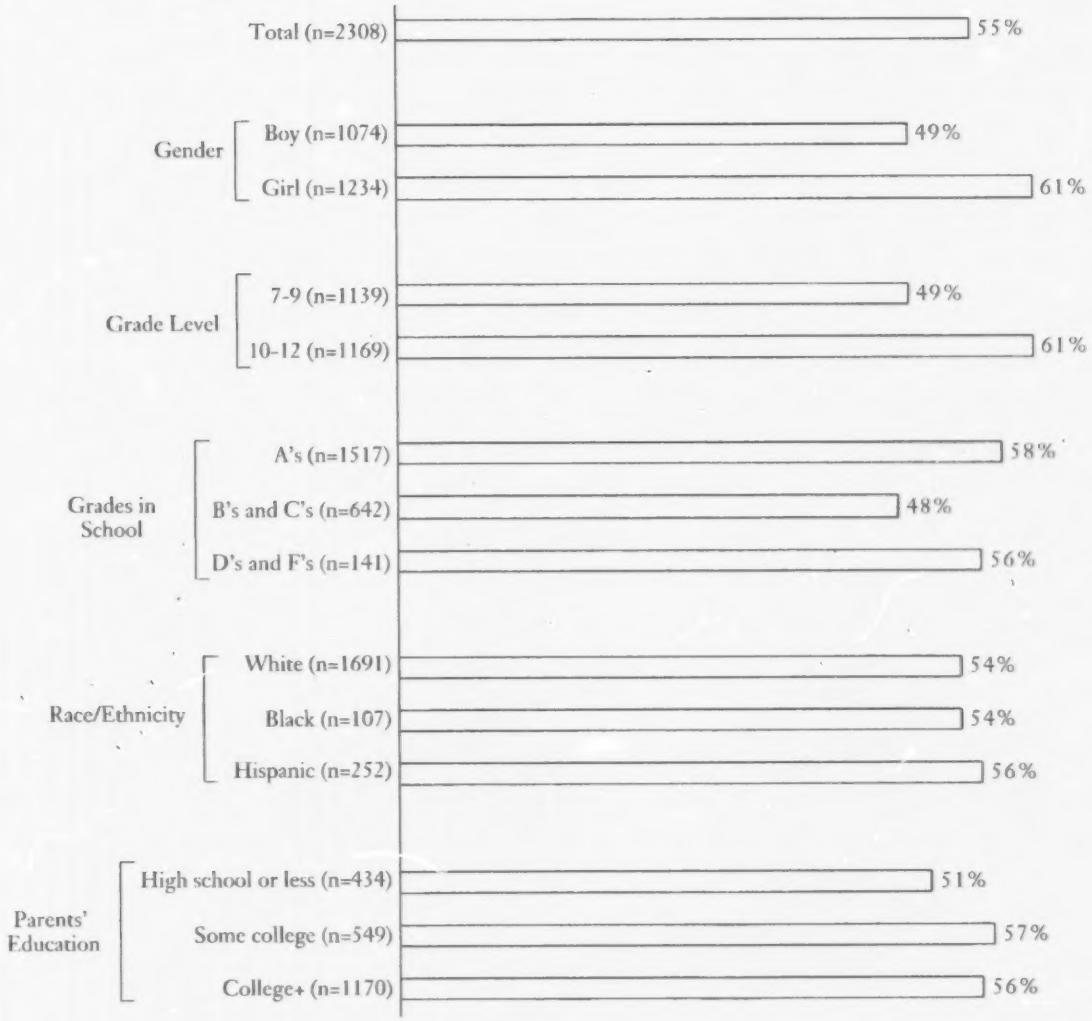

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Exhibit 8.25
Feeling Bored

Q540-7 During the past three months, how often have you experienced the following?
Base: All qualified students

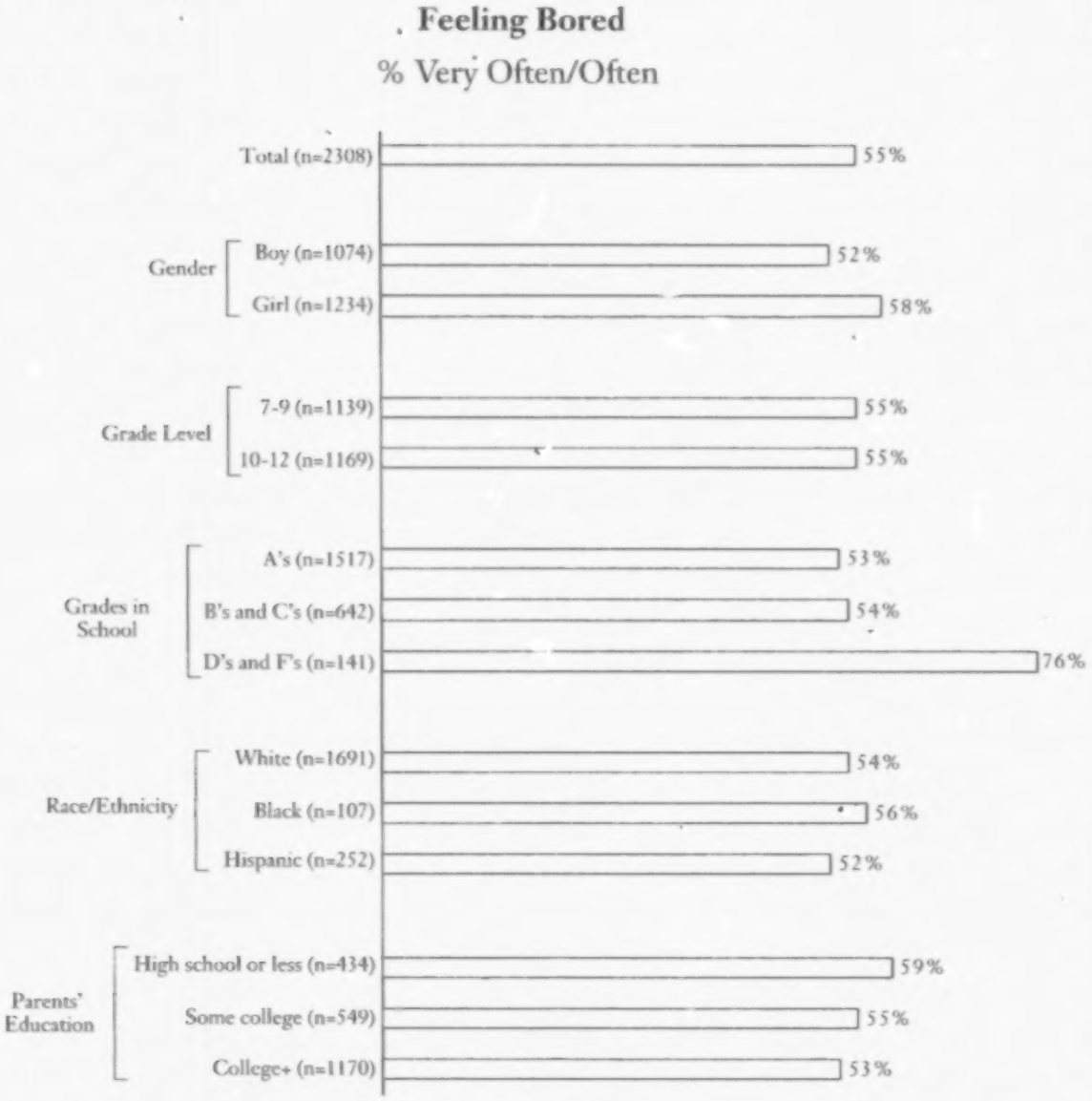

Exhibit 8.26
Feeling Nervous and Stressed

THE AMERICAN TEACHER 2002

Q540-5 During the past three months, how often have you experienced the following?
Base: All qualified students

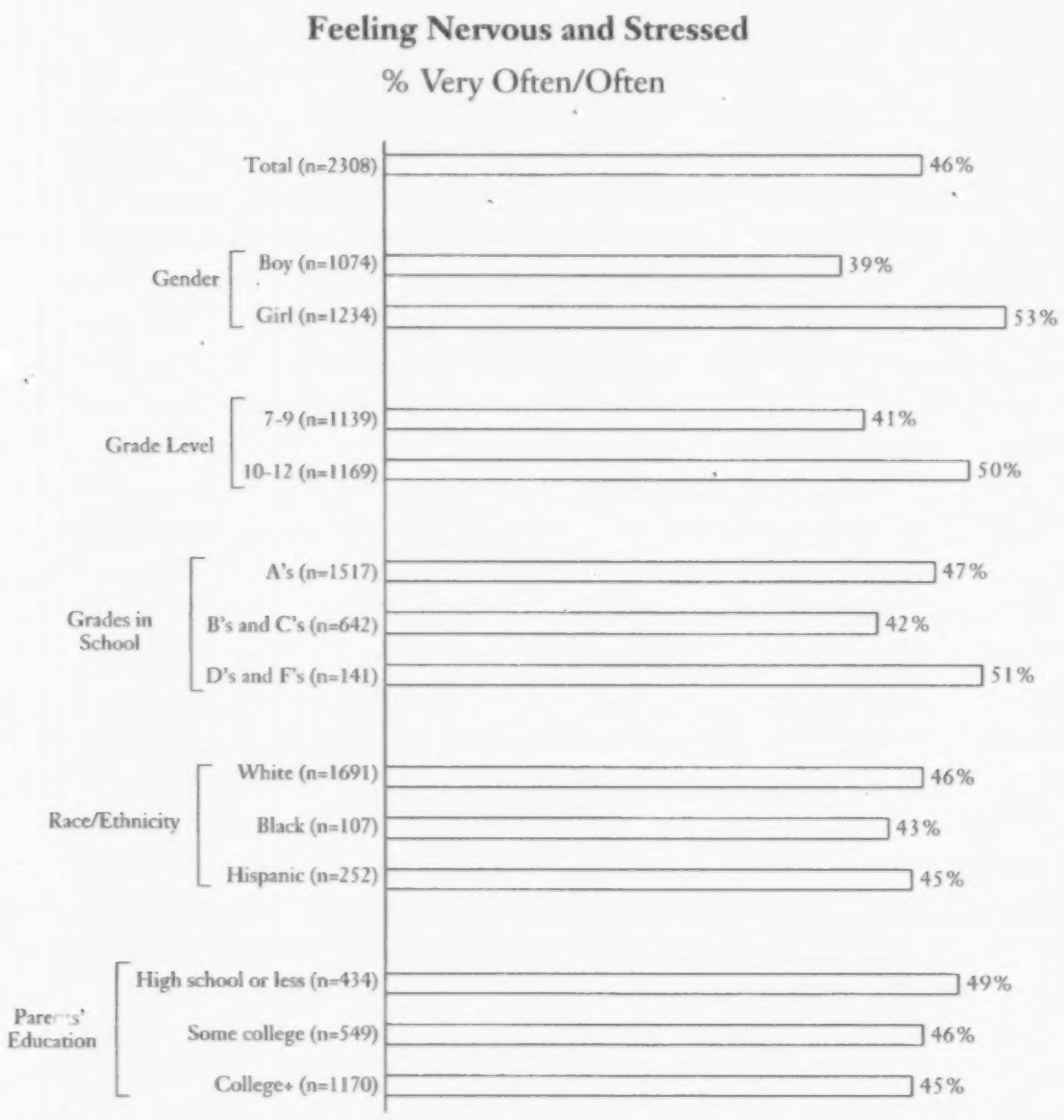

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Exhibit 8.27
Worried About Money

Q540-2 During the past three months, how often have you experienced the following?
Base: All qualified students

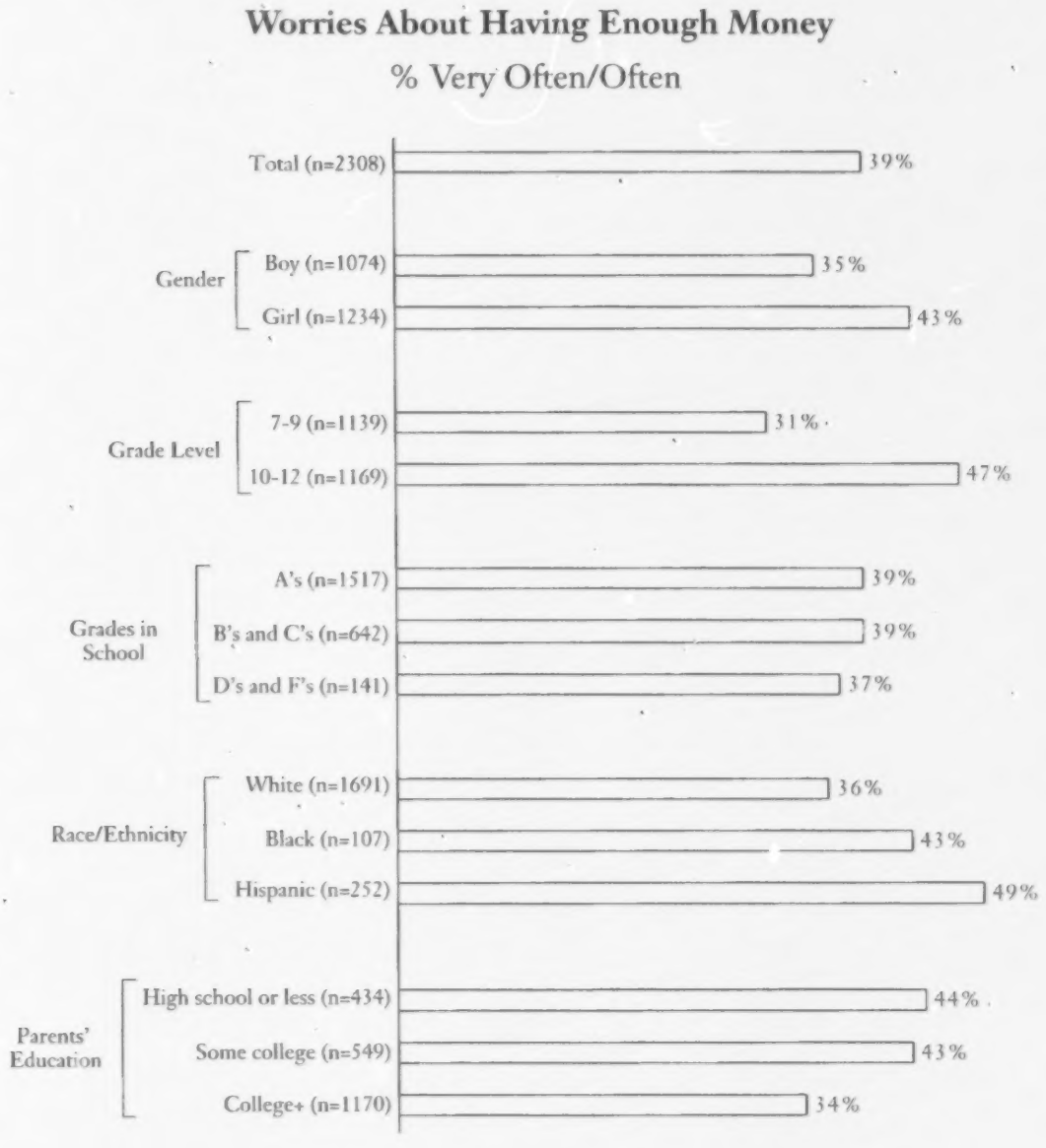

Exhibit 8.28
Feeling Lonely

Q540-8 During the past three months, how often have you experienced the following?
Base: All qualified students

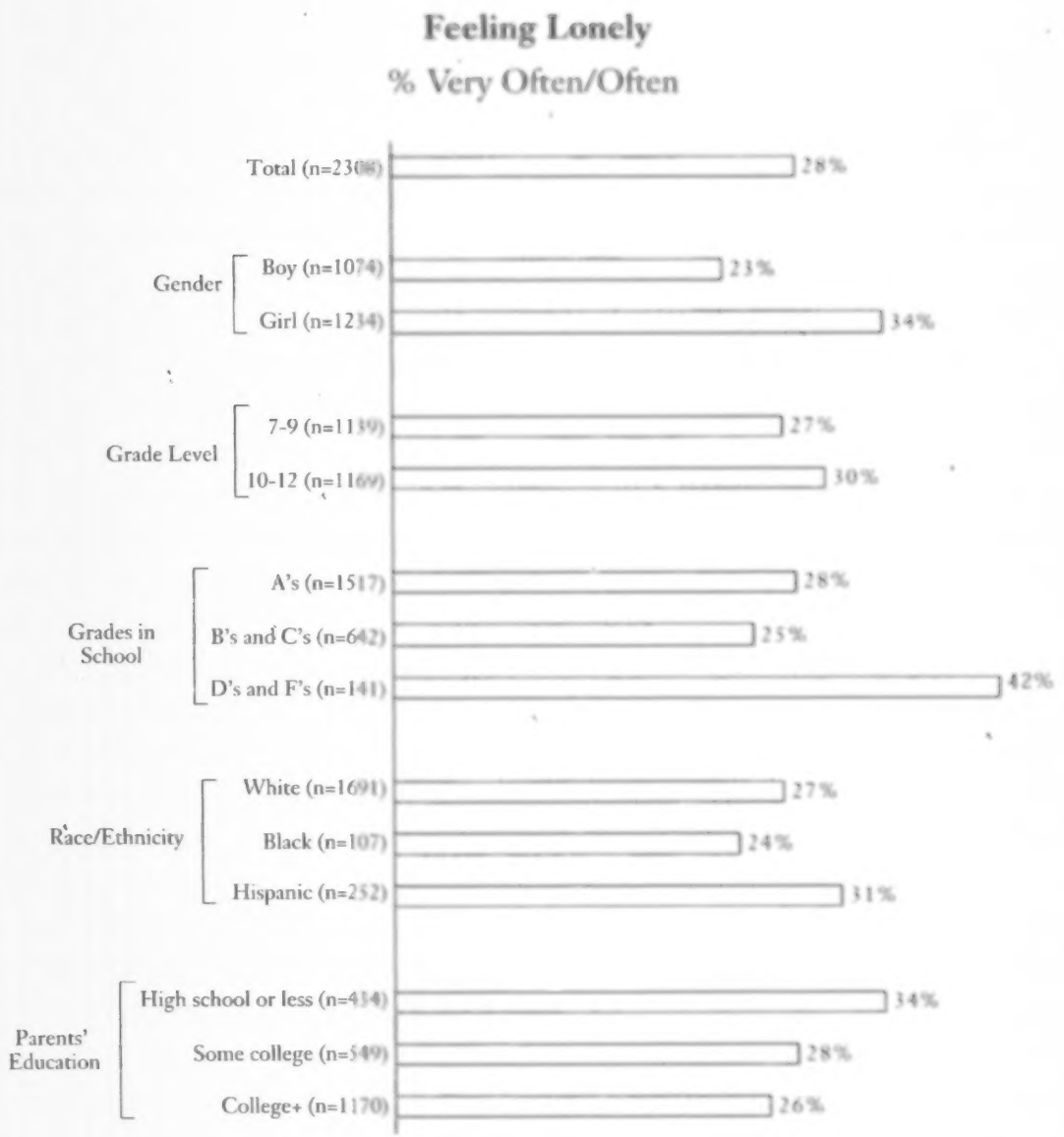

Exhibit 8.29
Difficulty Paying Attention

Q540-6 During the past three months, how often have you experienced the following?
Base: All qualified students

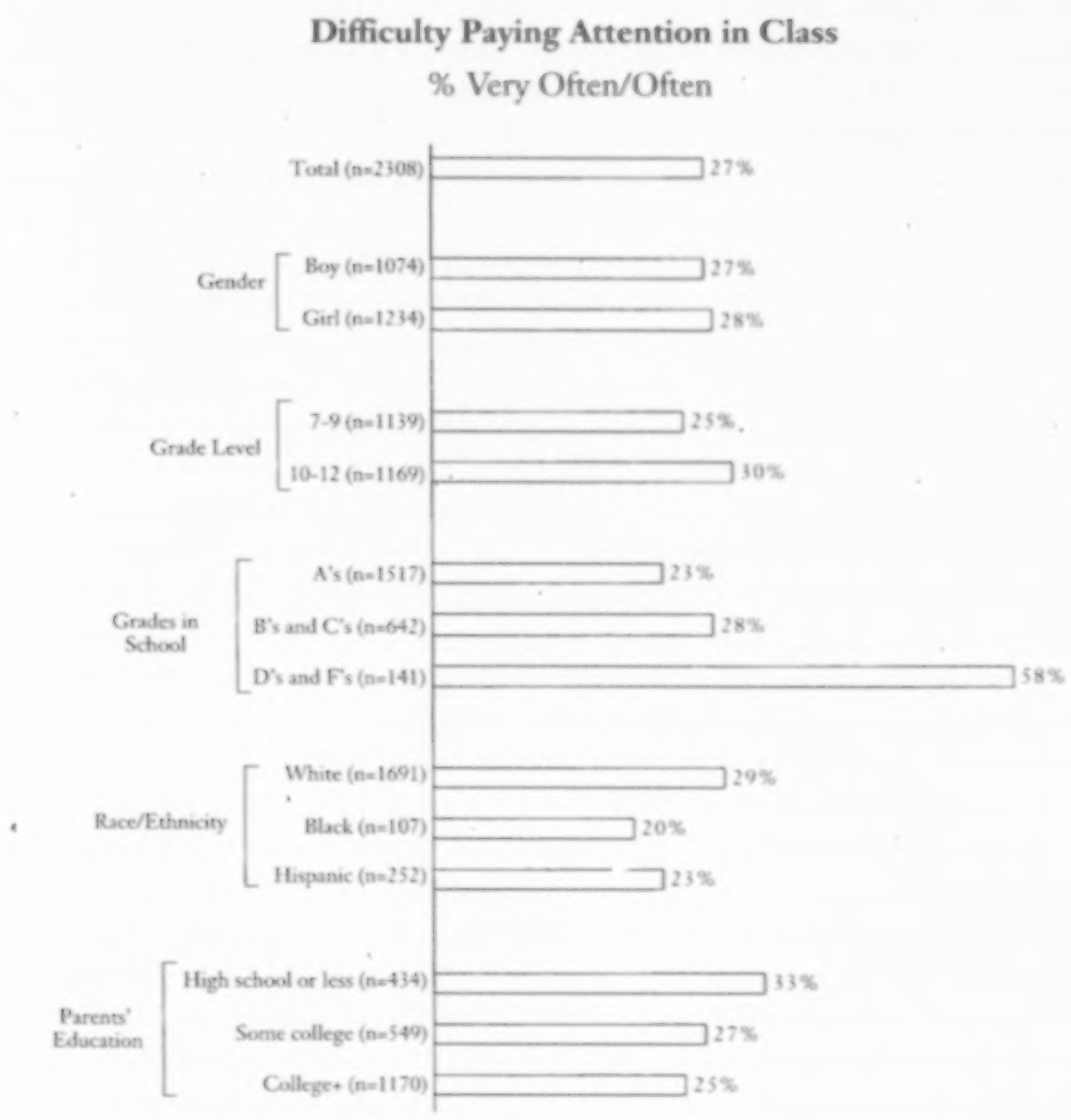

Exhibit 8.30
Family Problems

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Q540-3 During the past three months, how often have you experienced the following?
Base: All qualified students

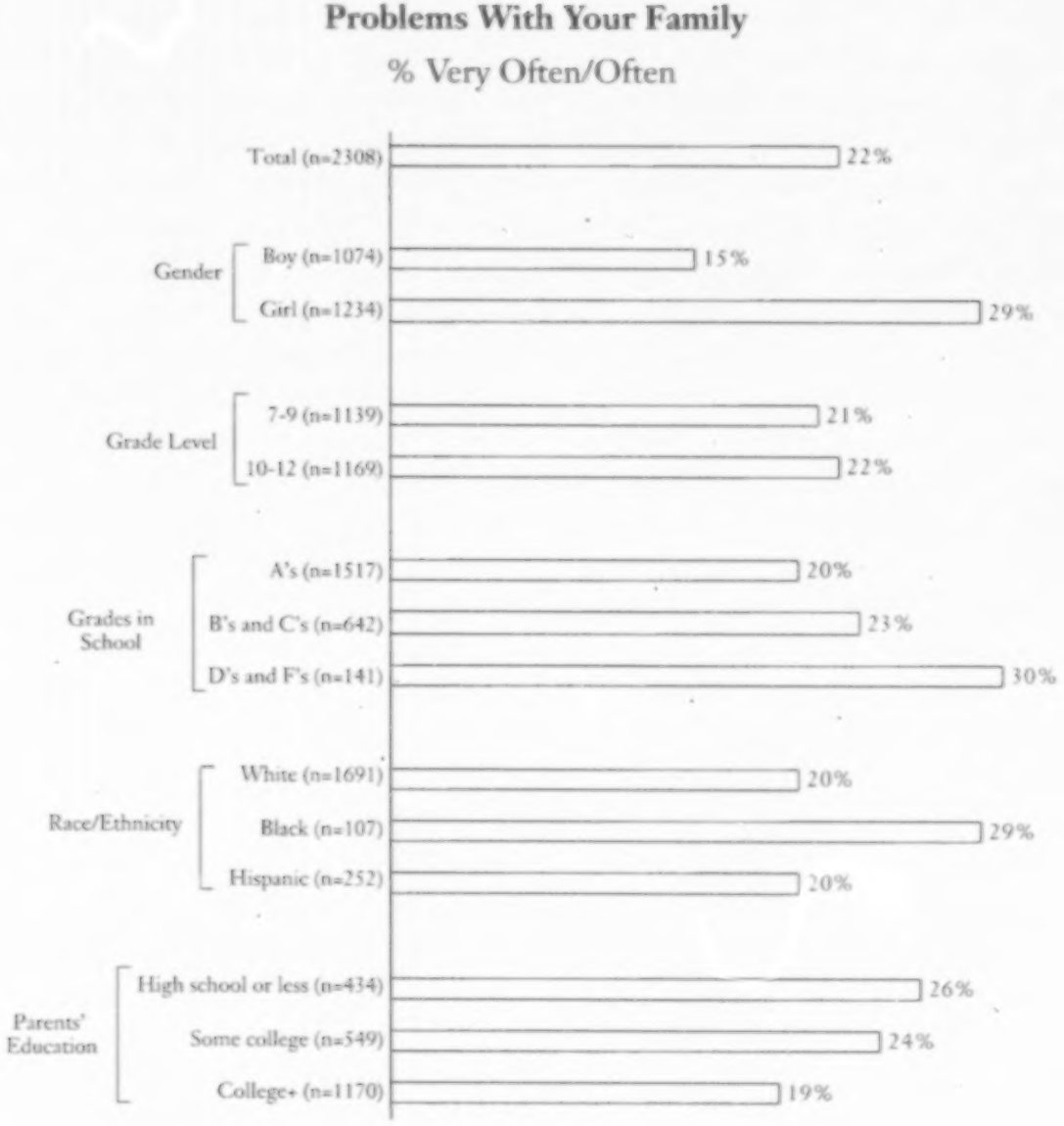
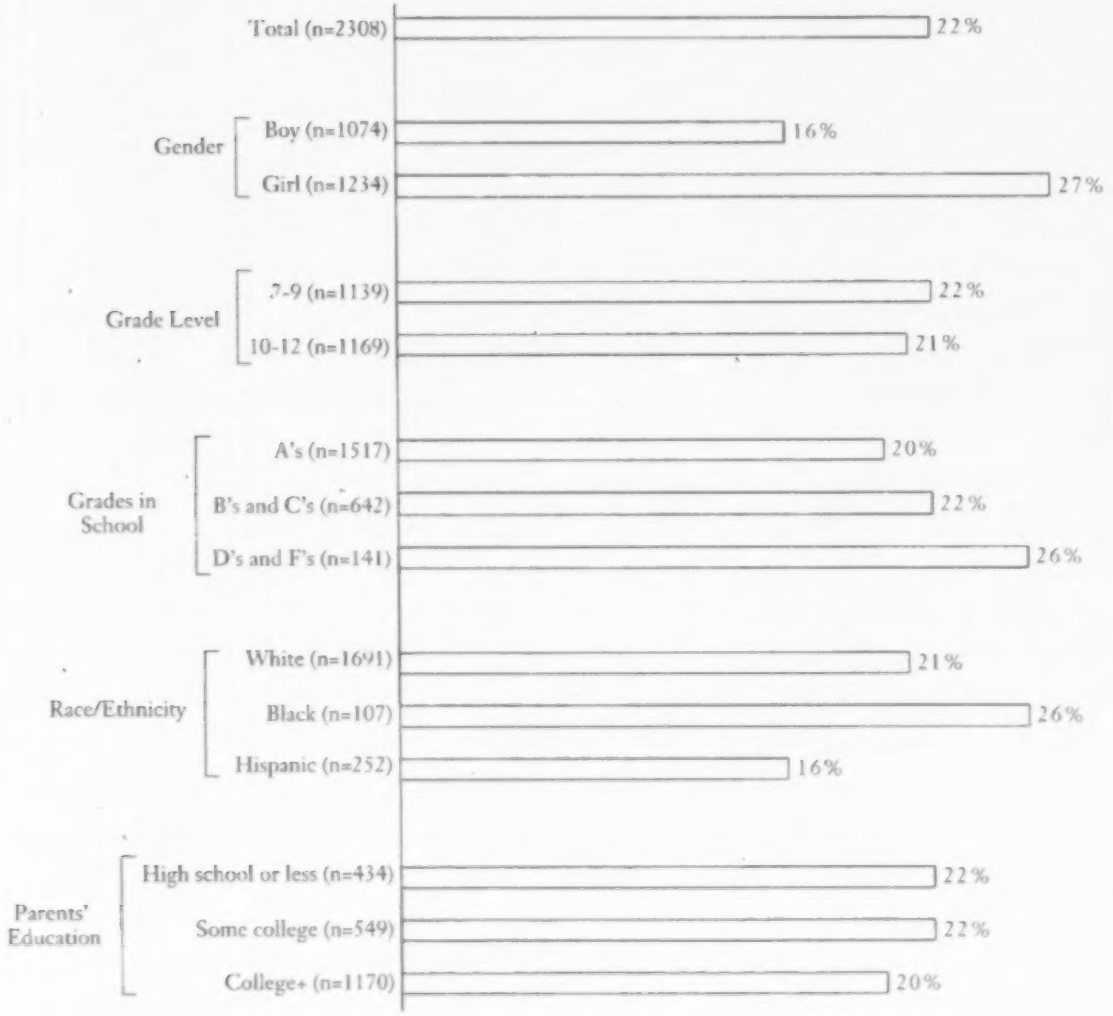


Exhibit 8.31
Peer Problems

Q540-4 During the past three months, how often have you experienced the following?
Base: All qualified students

Problems With Other People Your Age

% Very Often/Often



CHAPTER 9

CONNECTIONS

TEACHERS SPEAK OUT

"Social services, businesses, and the school need to be on the same page."
(Teacher in urban school)

~

"I wish that we could find funding to feed these kids."
(Teacher in suburban school)

~

"Money is fine, but the students need the human contact with people outside of their family..."
(Teacher in suburban school)

Overview

Several themes and connections have surfaced throughout this year's *MetLife Survey of the American Teacher.* Students' and teachers' attitudes and experiences vary according to socioeconomic factors. In addition, teachers' attitudes and experiences vary with the number of years they have been teaching. This chapter highlights and reviews common themes and connections among findings that surface regarding students' home, school and community lives.

Students That Receive High Grades and Low Grades

"A" students and students who receive D's and F's differ by gender. Failing and nearly failing students are more likely than "A" students to be boys (60% vs. 47%) and to be in lower high school grades (64% vs. 52%). "D" and "F" students are more likely than "A" students to be low-income (parents' education) (34% vs. 18%), and "A" students are more likely than "D" and "F" students to have high family income (parents' education; 54% vs. 24%). "A" students and those who are failing (or nearly failing) do not differ by race or ethnicity, whether English is the main language spoken at home, or whether the school is in an urban area or not. (Exhibit 9.1)

THE AMERICAN TEACHER 2002

Exhibit 9.1

Demographic Profile of Students That Receive High Grades and Low Grades

	Total	Grades in School	
		A's	D's & F's
Base	2308	1517	141
	%	%	%
Gender			
Boy	51	47	60
Girl	49	53	40
Grade level			
7-9	52	52	64
10-12	48	48	36
Race/ethnicity			
White	66	70	71
Black	11	9	7
Hispanic	14	11	17
Parents' education			
High school or less	22	18	34
Some college	24	22	28
College or more	47	54	24
Size of place			
Urban	31	29	27
Suburban/rural	69	71	72
Language at home			
English	91	92	87
Other language	8	7	10

"D" and "F" students are also **less active** than "A" students in several areas of their lives. "D" and "F" students are less likely than "A" students to participate in activities such as sports (26% vs. 56%), dance and music (8% vs. 30%), schoolwork programs (5% vs. 16%) and drama programs (3% vs. 15%). "D" and "F" students are also less likely than "A" students to participate in literacy-related activities. Those receiving failing or nearly failing grades are less likely than "A" students to read for fun every day or a few times a week (17% vs. 46%). Two-thirds of students who get D's and F's (65%) never visit a library or only do so a few times a year, compared to less than half of "A" students (47%). (Exhibit 9.2)

Exhibit 9.2
Activities and Student Success

	Total	Grades in School	
		A's	D's & F's
Base	2308	1517	141
	%	%	%
Participate in activities (Q325)			
Sports activities	50	56	26
Dance and music programs	25	30	8
Schoolwork or homework programs	14	16	5
Drama programs	11	15	3
Visit a library (Q331)			
Every day/a few times a week	11	10	11
A few times a month	22	24	12
Once a month	17	19	9
A few times a year/never	49	47	65
Read for fun (Q331)			
Every day/a few times a week	38	46	17
A few times a month	17	17	16
Once a month	9	7	12
A few times a year/never	36	30	54

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"D" and "F" students are twice as likely as "A" students to never eat breakfast (31% vs. 16%) and are more likely to get less than 7 hours of sleep on a school night (43% vs. 33%). "D" and "F" students are also more likely than "A" students to very often or often experience problems concentrating in class. "D" and "F" students are more likely than "A" students to frequently daydream (60% vs. 39%), get too hungry to pay attention (22% vs. 13%), fall asleep during class (27% vs. 10%) and have difficulty paying attention in class (58% vs. 23%). In addition to reporting difficulties in concentration in class, "D" and "F" students are also more likely than "A" students to skip class or school because school was boring (53% vs. 32%), they did not feel ready to take a test (36% vs. 21%) or they were not getting along with a teacher (32% vs. 11%). "D" and "F" students are also more than four times as likely as "A" students to have considered dropping out of school (57% vs. 12%). (Exhibit 9.3)

Exhibit 9.3

Health, Concentration, Attendance and Student Success

	Total	Grades in School	
		A's	D's & F's
Base	2308	1517	141
	%	%	%
Eat breakfast (Q430)			
Never	19	16	31
4 or more days a week	50	56	39
Sleep (Q420)			
Less than 7 hours	33	33	43
Very often/often (Q415/Q541)			
Daydream in class	42	39	60
Get too hungry to pay attention in class	16	13	22
Fall asleep during class	12	10	27
Have difficulty paying attention in class	27	23	58
Skipped class or school (Q371)			
School was boring	37	32	53
Did not feel ready to take a test	24	21	36
Not getting along with a teacher	15	11	32
Considered dropping out (Q387)	20	12	57

"D" and "F" students are **less connected with adults** in their lives than are "A" students. Those students who are failing or nearly failing are more likely than "A" students to report that their parents do **not** know who most of their friends are (35% vs. 14%), who their favorite teachers are (52% vs. 29%) and what is important to them (43% vs. 25%). "D" and "F" students are also more likely than "A" students to very often or often experience problems with their family (30% vs. 20%). "D" and "F" students' relationships with their teachers do not fare any better. Students who get D's and F's are more likely than those who get A's to report that their teachers never speak with them one-on-one about their interests and things that are important to them (70% vs. 45%) or their plans for college or work after high school (69% vs. 45%). (Exhibit 9.4)

Exhibit 9.4
Adults and Student Success

	Total	Grades in School	
		A's	D's & F's
Base	2308	1517	141
	%	%	%
Parents do not know (Q516)			
Most friends	16	14	35
Favorite teachers	35	29	52
What is important to student	29	25	43
Very often/often experience problems with family (Q541)	22	20	30
Teachers never speak one-on-one about (Q376)			
Interests and things that are important	49	45	70
Plans for college or work after high school	48	45	69

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Students' emotional well-being also appears to be related to success in school. "D" and "F" students are less likely than "A" students to be extremely or very happy at home (31% vs. 58%), in school (10% vs. 40%) and in their neighborhood life (23% vs. 39%). "D" and "F" students are more likely than "A" students to very often or often feel bored (76% vs. 53%) and lonely (42% vs. 28%). However, it is the "A" students who are more likely than "D" and "F" students to worry a great deal about doing well in school (53% vs. 24%). (Exhibit 9.5)

Exhibit 9.5
Emotions and Student Success

	Total	Grades in School	
		A's	D's & F's
Base	2308	1517	141
	%	%	%
Extremely/very happy (Q546)			
Home and family life	55	58	31
School life	33	40	10
Life in the neighborhood	37	39	23
Worry a great deal about doing well in school (Q536)	47	53	24
Very often/often (Q541)			
Feeling bored	55	53	76
Feeling lonely	28	28	42

Socioeconomic Factors in Students' Lives

The previous analysis revealed that "D" and "F" students are more likely than "A" students to have low family incomes (as measured by parents' education as a proxy for family income). Family income distinguishes other aspects of students' lives at school, at home and in their community as well. How do these factors influence their school lives? Low-income students (parents with no more than a high school education) are less likely than high-income students (parents with college degree or more) to feel extremely or very successful in school (49% vs. 58%) or to describe their life in school as extremely or very happy (24% vs. 39%). Low-income students are less likely than high-income students to believe that their school is preparing them extremely well to go to college (10% vs. 18%). Low-income students are more likely than high-income students to worry a great deal about being safe at school (30% vs. 17%). Low-income and high-income students differ in how they assess whether they are learning a lot in school. Low-income students are more likely than high-income students to know that they're learning a lot because their parents are proud (23% vs. 16%), while high-

income students are more likely than low-income students to judge this by feeling that they're learning (58% vs. 48%). (Exhibit 9.6)

Low-income students appear to be at risk in other aspects of school as well. They are more likely than high-income students to have considered dropping out of school (24% vs. 18%) and they are more likely than high-income students to have **never** spoken individually with a teacher about their plans for college or work after high school (54% vs. 44%). Low-income students also are less likely than high-income students to strongly agree that teachers in their school are interested in what's best for their students (18% vs. 27%). (Exhibit 9.6)

DID YOU KNOW THAT. . . ? *The poverty rate for U.S. people under the age of 18 was 16.2% in 2000. This represents over 11 million children. In addition, America's children are almost twice as likely to live in poverty as Americans in any other age group. — U.S. Census Bureau, 2001*

Exhibit 9.6
School Attitudes and Socioeconomic Factors

		Parents' Education		Size of Place	
	Total	High school or less	College or more	Urban	Suburban/ rural
Base	2308	434	1170	723	1584
	%	%	%	%	%
% Extremely/very					
Successful in school (Q551)	53	49	58	51	53
Happy in school (Q546)	33	24	39	32	33
Extremely well prepared by school (Q311).					
To go to college	15	10	18	13	16
Worry a great deal about (Q536)					
Being safe at school	22	30	17	27	20
Know that you're learning a lot (Q315)					
By feeling that you're learning	53	48	58	52	53
By parent being proud	20	23	16	20	20
Considered dropping out of school (Q387)	20	24	18	20	20
Teachers never spoke one-on-one about (Q376)					
Plans for college or work after high school	48	54	44	45	49
Teachers are interested in what's best for students (Q381)					
Strongly agree	24	18	27	25	23

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The previous discussion revealed an association between participation in activities and success in school. An examination of activity level and students' family income (parents' education) reveals that low-income students are **less active** than high-income students in their lives outside of the classroom. In addition, low-income students are less likely than high-income students to have **opportunities** to participate in dance or music programs (61% vs. 72%), drama programs (52% vs. 63%) and art programs (43% vs. 52%). Low-income students also report that they are less likely than high-income students to **participate** in sports (43% vs. 56%), dance or music programs (17% vs. 30%) or drama programs (8% vs. 15%). Low-income students are more likely than high-income students to never read for fun or only do so a few times a year (45% vs. 32%). (Exhibit 9.7)

"A" students are equally likely as "D" and "F" students to be in urban schools (Exhibit 9.1) and the school's location does not distinguish among students' school attitudes (Exhibit 9.6). However, urban students are less likely than suburban/rural students to have opportunities to participate in drama programs (60% vs. 51%) and to participate in sports (45% vs. 52%). While students' family income does not distinguish how often they visit a library, suburban or rural students are more likely than other students to never visit a library or visit only a few times a year (51% vs. 45%). (Exhibit 9.7)

Exhibit 9.7
Activities and Socioeconomic Factors

		Parents' Education		Size of Place	
	Total	High school or less	College or more	Urban	Suburban/ rural
Base	2308	434	1170	723	1584
	%	%	%	%	%
Opportunities for participation (Q320)					
Dance or music programs	67	61	72	67	67
Drama programs	57	52	63	51	60
Art programs	47	43	52	46	48
Participate in activities (Q325)					
Sports activities	50	43	56	45	52
Dance or music programs	25	17	30	26	24
Drama programs	11	8	15	12	11
Visit a library (Q331)					
Every day/ a few times a week	11	13	10	13	10
A few times a month	22	20	20	25	21
Once a month	17	13	20	16	17
A few times a year/never	49	52	49	45	51
Read for fun (Q331)					
Every day/a few times a week	38	31	43	40	36
A few times a month	17	16	16	18	17
Once a month	9	9	8	9	9
A few times a year/never	36	45	32	32	38

Students' family income (parents' education) also distinguishes aspects of their home and family life that are related to their school performance. Low-income students are more likely than high-income students to report that they do not have a quiet place to do homework (25% vs. 18%). High-income students are more likely than low-income students to eat breakfast at least four days a week (58% vs. 41%). As might be expected, low-income students are more likely than high-income students to very often or often worry about having enough money (44% vs. 34%), but low-income students are also more likely than high-income students to very often or often have problems with their family (26% vs. 19%). Low-income students are more likely than high-income students to report that their parents do not know who most of their friends are (22% vs. 12%), who their favorite teachers are (44% vs. 26%), or what is important to them (33% vs. 25%). (Exhibit 9.8)

DID YOU KNOW THAT. . . ? *In* The MetLife Survey of the American Teacher, 2001, *low-income secondary school students, compared to high-income students were: three times as likely to report that they had difficulty paying attention in class because they were worrying about problems at home; more likely to report often needing extra help with schoolwork; less likely to report having high expectations for their future; more likely to believe that their school was not helping at all to prepare them for a successful future.*

Exhibit 9.8
Home and Family Life and Socioeconomic Factors

		Parents' Education		Size of Place	
	Total	High school or less	College or more	Urban	Suburbs/ rural
Base	2308	434	1170	723	1584
	%	%	%	%	%
Very often/often experience (Q541)					
Worries about having enough money	39	44	34	43	37
Problems with family	22	26	19	23	21
Parents do not know (Q516)					
Most friends	16	22	12	17	16
Favorite teachers	35	44	26	39	33
What is important to student	29	33	25	27	29
No quiet place to do homework (Q355)	21	25	18	24	19
Eat breakfast (Q430)					
Never	19	20	15	20	18
4 or more days a week	50	41	58	48	51
Extremely/very happy (Q546)					
Home and family life	55	51	60	52	57
Life in neighborhood	37	33	43	34	38

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Schools' Socioeconomic Factors

Teachers' assessments of school quality differ. Teachers in schools with mostly low-income students are less likely than those with one-third or fewer low-income students to report that their school is preparing their students extremely well to go to college (19% vs. 37%). Teachers in low-income schools also have different views of their students. Teachers in low-income schools are more likely than those with few low-income students to strongly agree that their students only do enough work to get by (36% vs. 15%) and less likely than those with few low-income students to believe that their students care a great deal about doing well in school (21% vs. 41%). Teachers in low-income schools are more likely than those with few low-income students to report that their students are very often or often irritable or in bad moods (28% vs. 14%) and that they are disruptive (28% vs. 16%). Furthermore, teachers in low-income schools are more likely than those with few low-income students to believe that hanging out with friends interferes with doing well in school (75% vs. 53%). (Exhibit 9.9)

The location of the school in an urban versus a suburban or rural location does not distinguish teachers' views in most of these areas. However, teachers in urban schools are less likely than others to strongly agree that the teachers in their school know a lot about the surrounding community or neighborhood (34% vs. 53%). (Exhibit 9.9)

Exhibit 9.9

Teachers' Views of Students and School Factors

		% Students Below Average Income		Size of Place	
	Total	0-33	67 or more	Urban	Suburban/ rural
Base	1111	393	213	311	799
	%	%	%	%	%
School preparing students extremely well					
(A) to go to college (Q311)	29	37	19	29	29
Strongly agree					
Teachers know a lot about surrounding community or neighborhood (Q331)	47	49	41	34	53
Students only do enough work to get by (Q451)	22	15	36	26	20
Students care a great deal about doing well in school (Q350)	31	41	21	27	32
Very often/often (Q711)					
Students are irritable/in bad mood	19	14	28	23	17
Students are disruptive	19	16	28	21	18
Hanging out with friends interferes with doing well in school (Q611)	55	53	75	64	51

These differences in views among teachers in low-income and high-income schools indicate that teachers in low-income schools appear to have different types relationships with their students. Teachers in low-income schools are more likely than teachers in high-income schools to discuss with their students very often or often such negative behaviors as poor academic performance (80% vs. 68%), not completing homework (73% vs. 58%), and disrupting class (70% vs. 48%). However, teachers in low-income schools are also more likely than other teachers to talk with their students frequently about their worries (60% vs. 41%). (Exhibit 9.10)

Teachers in urban schools are more likely than others to have many of these discussions with their students. Teachers in urban schools are more likely than others to have individual conversations with their students very often or often about not completing homework (73% vs. 58%), disrupting class (62% vs. 53%) and worries (53% vs. 41%). They are also more likely than others to very often or often speak to students' parents about their child's disrupting class (40% vs. 27%). (Exhibit 9.10)

Teachers in low-income schools differ from those in high-income schools by their homework assignments as well. Teachers in low-income schools are less likely than those in high-income schools to assign homework at least three days a week (51% vs. 61%). Interestingly, teachers in low-income schools are also more likely than those in high-income schools to report that their students' parents think they assign too little homework (13% vs. 5%). (Exhibit 9.10)

DID YOU KNOW THAT. . . ? *In* The MetLife Survey of the American Teacher, 2001, *teachers in schools with more than two-thirds low-income students were more likely than others to report that they faced big problems in teaching due to students with problems such as hunger, poverty, or troubled family lives, and students with discipline problems.*

Exhibit 9.10

Teacher Communication and Homework and School Factors

	Total	% Students Below Average Income		Size of Place	
		0-33	67 or more	Urban	Suburban/ rural
Base	1111	393	213	311	799
	%	%	%	%	%
Very often/often have individual discussions with students about (Q531)					
Poor academic performance	71	68	80	75	70
Not completing homework	63	58	73	73	58
Disrupting class	56	48	70	62	53
Worries	45	41	60	53	41
Very often/often speak to parents about (Q511)					
Disrupting class	31	29	36	40	27
Assign homework 3 or more days/week (Q410)	61	61	51	65	59
Parents' view of homework assignments (Q440)					
Too much	7	7	5	6	7
Too little	8	5	13	9	8
Right amount	60	69	55	59	61
Not sure	24	18	27	26	24

Teaching Experience

In addition to differences among teachers based on the location or socioeconomic characteristics of their school, teachers' perceptions and practices also differ according to their years of teaching experience. Teachers with five years or less of experience are more likely than those with more than 25 years of experience to report that students in their classroom very often or often have difficulty concentrating (38% vs. 23%), daydream (33% vs. 18%), are irritable or in bad moods (27% vs. 14%), fall asleep in class (22% vs. 12%) and are too hungry to concentrate in class (16% vs. 7%). (Exhibit 9.11)

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher *in 1990 and 1991 surveyed teachers just prior to their first year of teaching and after that year was completed. Half of secondary school teachers in their first year of teaching strongly agreed that many children come to school with so many problems that it's very difficult for them to be good students. In contrast, only 22% of these teachers held this belief before their first teaching experience.*

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Experienced teachers are more likely than new teachers to assign homework 3 or more days a week (63% vs. 52%). In particular, experienced teachers are nearly four times as likely as new teachers to assign homework 5 days a week (26% vs. 7%). Experienced teachers are also more likely than new teachers to speak with parents very often or often about their child's good academic performance (54% vs. 41%) and interests and talents (37% vs. 21%). (Exhibit 9.11)

DID YOU KNOW THAT. . . ? The MetLife Survey of the American Teacher 1991 *found that elementary and secondary school teachers' belief in the importance of working with parents, although strong, actually declined from the level before they became teachers (85% vs. 91%).*

Finally, new teachers are more likely than experienced teachers to be women (69% vs. 42%). New teachers are also more likely than experienced teachers to teach in schools that have predominantly minority students (26% vs. 16%). (Exhibit 9.12)

Exhibit 9.11
Differences Among New and Experienced Teachers

	Total	Years of Experience 0-5	Years of Experience 26+
Base	1111	170	289
	%	%	%
Very often or often done by students in classroom (Q711)			
Have difficulty concentrating	30	38	23
Daydream	24	33	18
Are irritable or in bad moods	19	27	14
Fall asleep or doze	12	22	12
Are too hungry to concentrate	10	16	7
Very often/often speak to parents about students (Q511)			
Good academic performance	52	41	54
Interests and talents	35	21	37
Assign homework (Q410)			
3 or more days a week	61	52	63
3 days	23	23	19
4 days	19	23	18
5 days	18	7	26

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Exhibit 9.12
Profile of New and Experienced Teachers

	Total	Years of Experience 0-5	26+
Base	1111	170	289
	%	%	%
Gender			
Male	45	31	58
Female	55	69	42
Grade level			
7-9	14	14	15
10-12	21	21	21
Size of place			
Urban	30	32	32
Suburban/rural	70	67	68
School size			
500 or less	21	21	21
501-1000	26	19	24
More than 1000	52	55	54
% Students below average income			
0-33%	35	31	38
34-66%	38	38	38
67% or more	17	21	15
% Students English as second language			
0-33%	82	81	82
34-66%	9	9	8
67% or more	5	9	3
% Minority students			
0-33%	55	50	62
34-66%	23	21	18
67% or more	18	26	16

Warning Signs: The Role of Parents, Teachers and Communities

A theme that runs throughout these findings is the importance of communication among students, teachers and parents and supportive communities in which this communication can happen. Similar themes have emerged in many previous *Surveys of the American Teacher*, including those in 1987, 1998 and 2001. *The MetLife Survey of the American Teacher, 2001* revealed that the secondary school years are a particularly vulnerable time. Feelings of alienation are prevalent among students, parents and teachers. This year's survey elaborates on potential causes and consequences of this alienation, and indicates that students are more successful when they are supported at home and at school and have opportunities to participate in a variety of activities in their community. Lack of communication is related to lack of success in school, and low-income students appear to be particularly at risk for infrequent discussions with adults. Students who are failing or nearly failing are more likely than "A" students to report that their parents are not aware of key aspects of their lives and that their teachers never speak with them individually about their interests and plans for the future. Low-income students report similar patterns. Experienced teachers appear to be more attuned to the importance of frequent discussions with parents. They are more likely than new teachers to speak frequently with parents about their child's good academic performance and their interests and talents. These findings suggest a relationship among communication and school success.

APPENDIX A: METHODOLOGY

METHODOLOGY

Student Sample

School Survey

A total of 878 public school students in grades 7 through 12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged 15 minutes in length and were conducted between March 7, 2002 and April 5, 2001.

The Harris national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the U.S. National Center of Education Statistics. Sample is drawn from a list of approximately 80,000 public, private and parochial schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. For this study, only public schools were selected. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades.

After sending a letter to principals soliciting their participation, Harris Interactive Inc. contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identified an individual class. For junior and senior high school, where students attend different classes for each subject, only English classes were used to make the selection. Since all students in all grades must study English, this ensures a more representative sample of students by academic track and level of achievement.

A number of steps were included in the consent process in order to maximize response rates. The alert letter contained a brief description of the survey process and some background information on the Harris organization and schools were offered an incentive to participate. In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials were mailed or sent via fax to the principal and/or other school officials.

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Harris Interactive Inc. mailed instructions, a set of questionnaires and materials for return mail to the teacher of the selected class. In addition, teachers were provided with guidelines for administering the survey. By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hope to ensure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point was the student asked to provide his or her name.

All interviews were carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data were removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions were sometimes left blank. Findings for each question are reported based on the total number of potential respondents in the sample. As an overall check, each questionnaire was reviewed to ensure that a majority of all possible responses had been completed.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 1430 public school students in grades 7 through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted between April 10, 2002 and April 19, 2002.

Sample was drawn from the Harris Poll Online database of approximately 7 million households who are registered as participants. In order to reach students in grades 7 through 12, the sample was drawn from the Youth Panel, which is a subset of the Harris Interactive Panel of Cooperative Respondents. Currently, there are nearly 500,000 HPOL members under the age of 18.

Email addresses for households in the database are obtained from participation in the following sources: Youth Panel web communities (HarrisZone.com and HarrisKidZone.com), Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as residing in the U.S.A. and being 13-20 years old, or residing in the U.S.A. and being parents of 13-17 year olds.

Interviews were conducted using a self-administered, online questionnaire, via Harris's proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks

5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Agree", "Disagree", "Not sure"), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Weighting of Student Data

Data were weighted to reflect the national population of public school students in grades 7 through 12 for key demographic variables (grade, gender, race, size of place and region). Demographic weights were based on data from the U.S. National Center of Education Statistics. In addition, data collected online were weighted to key behavioral and attitudinal variables to align them with the data collected using the school methodology and to represent one-half of the total interviews.

Teacher Sample

Telephone Survey

The survey included a total of 506 interviews with a nationally representative sample of current public school teachers of grades 7 through 12 throughout the continental United States. Interviews averaged 15 minutes in length and were conducted between March 14, 2002 and April 9, 2002. Telephone interviews were conducted from Harris's telephone research center in Rochester, New York.

Harris drew a random sample of 7500 current public school teachers throughout the United States from a list compiled by Market Data Retrieval of Westport, Conn. Sample sites for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching at least part-time in a public school and currently teaches in grades 7 through 12. If the respondent passed the screen, an appointment was made to complete the interview at a time convenient for the teacher.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 605 public school teachers in grades 7 through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted March 21, 2002 and March 25, 2002.

Sample was drawn from the Harris Poll Online database of approximately 7 million households who are registered as participants in Harris's online database. Email addresses for households in the database are obtained from participation in the following sources: Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being a teacher or in the education profession and residing in the U.S.A.

Weighting of Teacher Data

Data collected online were weighted to key demographic and attitudinal variables to align it with the data collected using the telephone methodology.

Telephone Interviewing Procedures (Teachers)

Interviewing for this study was conducted by Harris's professional interviewing staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The Harris computer assisted telephone interviewing system (CATI) permits on-line data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Provides," "Does not provide," "Not sure"), the CATI system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Harris's edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Online Interviewing Procedures (Teachers)

Interviews were conducted using a self-administered, online questionnaire, via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Agree", "Disagree", "Not sure"), the system will only accept coded responses corre-

sponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.1

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

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Exhibit A.2

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

APPENDIX B: THE QUESTIONNAIRES

HARRIS INTERACTIVE
155 Corporate Woods
Rochester, NY 14623

Project Manager:
email:
Phone:

J15975E
J:\15xxx\159xx\15975 American Teacher2002\Edit Master\J15975E_QA.doc

Title Page: Teachers' Views On Student Life
Metropolitan Life Insurance Company

Field Period: 3/13/02 – 4/12/02

SUBJECTS FOR STUDY

Section 200: Background InformationScreening
Section 300: School and Class Activities
Section 400: Homework and Studying
Section 500: Communication
Section 600: Factors Inhibiting and Promoting Success in School
Section 700: Sleep and Diet
Section 800: School and Teacher Demographics
Section 900: Soft Exits
Section 100: Sweepstakes and Demographics

Proprietary Questions Not To Be Released:	None
Harris Interactive-approved Results Items:	Q310/Q311, Q330/Q331, Q610/Q611
Harris Interactive-approved Soft Exit Items:	All of Section 900
Place Status Bars:	(Dynamic)
Time Indicators:	Time/date stamps at beginning and end of survey, elapsed Time (in seconds) to Q300 and Q180
Number of Response Equivalents (REs):	112
Estimated Survey Duration:	14 minutes
Template:	HPOL
TTT Code (Q23):	139999

HPOL Respondent ID

[PROGRAMMER NOTE: PLEASE ENSURE THAT ALL MISSING DATA IS REPRESENTED IN SPSS DATA SET AS OUT OF RANGE NEGATIVE NUMBERS.]

SECTION 200: BACKGROUND INFORMATION/SCREENING

BASE: ALL RESPONDENTS

Q109 <I>*The status bar at top right indicates approximately
what portion of the survey you have completed.*</I>

Please be aware that after you have entered a response and have chosen to move forward to the next question, you may not be able to return to the previous page of the survey. <I>*Please review your responses carefully before proceeding.*</I>

Thank you for participating in this survey.

<P>First, please answer a few background questions.

<P>In what country or region do you live?

[DROP DOWN MENU WITH CHOICES LISTED—STANDARD RESPONSES]

[PROGRAMMER NOTE: IF Q109/NOT 244, PLEASE JUMP TO Q240]

BASE: U.S. RESPONDENT (Q109/244)

Q200 Which of the following best describes your current occupation?

1 Teacher (K-12)
2 Principal (K-12)
3 Other type of school administrator
4 Guidance counselor
None of these

[PROGRAMMER: IF RESPONDENT IS A TEACHER (Q200/1) ASK Q210, OTHERS JUMP TO Q240]

BASE: U.S. RESPONDENT (Q109/244) AND TEACHER (Q200/1)

Q210 Do you currently teach in a public school?

1 Yes **100**
2 No -

[PROGRAMMER NOTE: IF PUBLIC SCHOOL TEACHER (Q210/1) ASK Q220. OTHERS JUMP TO NOTE BEFORE Q240.]

BASE: PUBLIC SCHOOL TEACHERS (Q210/1)

Q220 Do you currently teach at least part-time in the classroom?

1 Yes **100**
2 No -

[PROGRAMMER NOTE: IF PUBLIC SCHOOL TEACHER AND TEACH AT LEAST PART-TIME IN CLASSROOM (Q210/1 AND Q220/1) THEN ASK Q222. ALL OTHERS JUMP TO NOTE BEFORE Q240.]

BASE: PART-TIME OR MORE TEACHERS (Q220/1)

Q222 What grade do you teach? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

01	Kindergarten		2
02	First grade		2
03	Second grade		2
04	Third grade		2
05	Fourth grade		3
06	Fifth grade		4
07	Sixth grade		10
08	Seventh grade		23
09	Eighth grade		25
10	Ninth grade		61
11	Tenth grade		67
12	Eleventh grade		68
13	Twelfth grade		65
98	Not sure	E	-
99	Decline to answer	E	-

[PROGRAMMER NOTE: IF U.S. PUBLIC SCHOOL TEACHER, AT LEAST PART-TIME IN CLASSROOM AND GRADES 7-12 (Q109/244 AND Q210/1 AND Q220/1 AND Q222/08-13), THEN ASK Q240. ALL OTHERS JUMP TO Q77.]

[PROGRAMMER NOTE: DISABLE BACK BUTTON]

BASE: U.S. PUBLIC SCHOOL TEACHER IN CLASSROOM (Q109/244 AND Q220/1 AND Q210/ 8-13)

Q240 QUALIFICATION/ASSIGNMENT QUESTION (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER: COMPUTE Q240 BASED ON Q109, Q210, Q220 AND Q222]

1 U.S. PUBLIC SCHOOL CLASSROOM TEACHER GRADES 7-12 [QUOTA = 600]

BASE: U.S. PUBLIC SCHOOL TEACHER IN CLASSROOM (Q109/244 AND Q220/1 AND Q210/ 8-13)

Q245 QUOTA CHECK QUESTION (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: CHECK QUOTA AT Q240.]

1 Quota cell met
2 Quota cell not met
3 Quota cell not found

BASE: ALL RESPONDENTS

Q77 HIPOINTS VALUE (DOES NOT APPEAR ON SCREEN)

[GET Q77/2 IF QUOTA NOT MET OR ERROR RETURNED (Q245/2,3)]
[GET Q77/1 FOR ALL OTHERS]

1 30
2 100

[PROGRAMMER NOTE: ASK Q310 IF QUALIFIED RESPONDENT (Q77/2) - OTHERS JUMP TO Q905]

SECTION 300: SCHOOL AND CLASS ACTIVITIES

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q310 How well do you think your school is preparing your students for the following—not at all well (an F), not very well (a D), somewhat well (a C), very well (a B), or extremely well (an A)?

Q311 [RANDOMIZE ITEMS]			1 Not At All Well	2 Not Very Well	3 Somewhat Well	4 Very Well	5 Extremely Well
()	1	To go to college	1	4	20	46	29
()	2	To get good jobs	1	5	31	45	18
()	3	To know how to learn	1	5	29	48	17
()	4	To be good citizens	1	3	28	47	21
()	5	To get along with others	*	4	24	50	21

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q320 How much do you agree or disagree with the following statements?

Q321 [RANDOMIZE ITEMS]		1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
01	My students need a high school diploma to be successful in life.	1	2	10	86
02	My students need a college degree to be successful in life.	10	26	49	15
03	I know about what's going on in my students' lives outside of school.	2	15	59	24
04	I am able to teach to my students' individual strengths and weaknesses.	2	9	48	42

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q330 How much do you agree or disagree with the following statements about the <u>teachers in your school</u>?

Q331 [RANDOMIZE ITEMS]		1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
1	They know a lot about the surrounding community or neighborhood.	2	10	41	47
2	They respect all their students.	1	13	53	33
3	They are interested in what's best for all the students.	1	5	45	50
4	They think about students as individuals, and not as part of some group.	1	9	46	44

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q340 What percentage of your students…? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

[RANGE: 0-100, 998]
I__I__I__I

Q341
[RANDOMIZE]

		Mean	Median
1	Hang out with people who believe that doing well in school is not "cool"	31	25
2	Read at or above grade level	62	70

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q350 How much do your students care about doing well in school?

1	Not at all	*
2	Not very much	7
3	Somewhat	61
4	A great deal	31

SECTION 400: HOMEWORK AND STUDYING

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q410 During a typical school week, how often do you assign homework?

1	Never	14
2	1 day a week	12
3	2 days a week	13
4	3 days a week	23
5	4 days a week	19
6	5 days a week	18

[PROGRAMMER NOTE: IF DOES NOT ASSIGN HOMEWORK (Q410/1) JUMP TO Q430. IF ASSIGNS HOMEWORK (Q410/2-6) CONTINUE WITH Q420.]

BASE:ASSIGNS HOMEWORK (Q410/2-6)

Q420 What percentage of your students complete their homework assignments during a typical school week? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

|__|__|__| [RANGE: 0-100, 998] **Mean** **73**
Median **80**

[PROGRAMMER: DISPLAY Q430 AND Q440 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q430 How often do you speak to your students' other teachers about how much homework they are assigning?

1	Never	22
2	A few times a year	20
3	Once a month	10
4	2-3 times a month	15
5	Once a week	15
6	2-4 times a week	13
7	Every day	5

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q440 Do your students' parents think you assign too much homework, too little homework or the right amount of homework?

1	Too much	7
2	Too little	8
3	Right amount	60
8	Not sure	24

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q450 How much do you agree or disagree with the following statements ?

Q451 [RANDOMIZE ITEMS]	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
1 Students in my school only do enough work to do as well as they need to get by in school.	6	21	51	22
2 Students in my school get to be creative and use their abilities in school.	2	9	50	38

SECTION 500: COMMUNICATION

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q510 How often do you speak to any of your students' parents about their child's...?

Q511 [RANDOMIZE ITEMS]		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very Often
1	Disrupting class	5	26	38	21	10
2	Good academic performance	1	8	39	41	11
3	Not completing homework assignments	8	16	40	29	7
4	Poor academic performance	1	11	35	39	14
5	Plans for college or work after high school	5	25	42	20	7
6	Interests and talents	3	17	45	29	6
7	Worries	6	27	48	15	4

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q520 How can parents and teachers work together most effectively to help students succeed in school?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q530 How often do you have individual discussions with any of your <u>students</u> about their...?

Q531 [RANDOMIZE ITEMS]		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very Often
1	Disrupting class	2	16	26	34	22
2	Good academic performance	*	1	17	51	31
3	Not completing homework assignments	5	9	23	39	24
4	Poor academic performance	*	5	23	48	23
5	Plans for college or work after high school	1	6	30	41	22
6	Interests and talents	*	3	24	51	22
7	Worries	1	10	44	30	15

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q540 During the past year, how many students have you talked with about dropping out of school or things they can do to stay in school? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

|__|__|__| [RANGE: 0-900, 998]

Mean	**14**
Median	**5**

SECTION 600: FACTORS INHIBITING AND PROMOTING SUCCESS IN SCHOOL

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)
Q610 Does time spent doing the following activities help or interfere with students' doing well in school?

Q611 [RANDOMIZE ITEMS]		1 Helps A Lot	2 Helps A Little	3 Neither Helps Nor Intereferes	4 Interferes A Little	5 Intereferes A Lot
1	Hanging out with friends	4	11	29	38	17
2	Doing work for pay	7	12	9	38	33
3	Participating in activities such as clubs, sports, music, art or other groups or programs	48	24	6	19	3
4	Helping out in their community	38	33	20	8	1
5	Watching TV, videos, playing video or computer games, etc.	*	4	12	38	46

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)
Q620 Which <u>two</u> of the following would <u>most</u> help your students be more successful at school? <I>*Please check up to <u>two</u> responses.*</I>

[MULTIPLE RESPONSE – UP TO TWO RESPONSES]
[RANDOMIZE]

01	Mentoring by community members		9
02	More time with family		12
03	More one-on-one time with teachers		32
04	More frequent parent-teacher communication		18
05	More parental involvement with child's education		65
06	Later school start in morning		14
07	Regularly scheduled meetings between students and a guidance counselor or teacher		7
08	Better sleep habits		29
09	Better eating habits		7
96	Something else [ASK Q621]	ANCHOR	1

[PROGRAMMER NOTE: DISPLAY Q621 AND Q622 ON SAME PAGE]

BASE: SOMETHING ELSE (Q620/96 AND 1-9)
Q621 What else would <u>most</u> help your students be more successful at school?

[TEXT BOX]

BASE: SOMETHING ELSE (Q620/96 AND NOT 1-9)
Q622

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)
Q630 What percentage of your current students have ever considered dropping out of school?
<I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

|__|__|__| [RANGE: 0-100, 998]

Mean	**13**
Median	**5**

SECTION 700: SLEEP AND DIET

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q710 How often do students do the following things in your classroom?

Q711 [RANDOMIZE ITEMS]		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very Often
1	Fall asleep or doze	14	43	31	8	3
2	Have difficulty concentrating	*	11	59	21	9
3	Are irritable or in bad moods	1	26	54	15	4
4	Are disruptive	3	40	38	14	5
5	Daydream	2	16	58	19	5
6	Are too hungry to concentrate	12	46	30	9	1

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q720 What percentage of your students do <u>not</u> get enough sleep? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

|__|__|__| [RANGE: 0-100, 998] **Mean** **40**
Median **40**

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q730 What percentage of your students have their lunch period scheduled…? <I>*Your best estimate is fine. Please note that the sum of the percentages you enter must equal 100.*</I>

[RANGE: 0-100]
|__|__|__|

Q731 [RANDOMIZE]		**Mean**	**Median**
1	Too early in the day	**15**	-
2	Too late in the day	**14**	-
3	At the right time	**71**	**80**

[PROGRAMMER NOTE: DISPLAY ERROR MESSAGE IF THE SUM OF THESE THREE PERCENTAGES DOES NOT EQUAL 100%]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q740 What do you think is the most important action <u>a school</u> can take to help its students be successful in school?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q750 What do you think is the most important action <u>a community</u> can take to help its students be successful in school?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q760 What do you think is the most important action <u>a parent</u> can take to help their children be successful in school?

[TEXT BOX]

SECTION 800: SCHOOL & TEACHER DEMOGRAPHICS

[DISPLAY Q801 AND Q807 ON THE SAME PAGE]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q801 The next few questions ask for demographic information to help classify your answers.

<P>In what state or territory is your school located?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q807 In what zip code is your school located? <I>Please enter only the first five digits.</I>

[PROGRAMMER NOTE: ALLOW ONLY 5 DIGIT, NUMERIC CODE]

|__|__|__|__|__|

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q810 Is the area where your school is located considered...?

1	Inner city	**13**
2	Urban	**17**
3	Suburban	**26**
4	Small town	**23**
5	Rural	**21**

[PROGRAMMER: PLEASE DISPLAY Q820 AND Q830 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q820 What percentage of students in your school come from families whose income is below the average of the community? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

[RANGE 0-100, 998]

|__|__|__| %

Mean	**43**
Median	**40**

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q830 What percentage of students in your school speak English as a second language? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

[RANGE 0-100, 998]

|__|__|__| %

Mean	**16**
Median	**5**

[PROGRAMMER: PLEASE DISPLAY Q840 AND Q850 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q840 What percentage of students in your school come from minority families? <I>*Your best estimate is fine. If you are not sure, please type in "998".*</I>

[RANGE 0-100, 998]

|__|__|__| %

Mean	**34**
Median	**25**

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q850 In total, how many students attend your school? *<I>Your best estimate is fine. If you are not sure, please type in "9998".</I>*

[RANGE 1-9997, 9998]

|__|__|__|__|

Mean	**1259**
Median	**1100**

BASE: ALL QUALIFIED RESPONDENTS (Q77/2)

Q860 Altogether, how many years have you worked as a teacher? *<I>If you have been teaching for less than 6 months, please type in a zero "0".</I>*

[RANGE 0-50]

|__|__|

Mean	**18**
Median	**18**

SECTION 900: SOFT EXITS

BASE: NON-QUALIFIED RESPONDENTS

Q905 Does time spent doing the following activities help or interfere with students' doing well in school?

	1	2	3	4	5
Q906	Helps A Lot	Helps A Little	Neither Helps Nor Interferes	Interferes A Little	Interferes A Lot

[RANDOMIZE]

1 Hanging out with friends
2 Doing work for pay
3 Participating in activities such as clubs, sports, music, art or other groups or programs
4 Helping out in their community
5 Watching TV, videos, playing video or computer games, etc.

BASE: NON-QUALIFIED RESPONDENTS

Q910 How well do you think schools are preparing students for the following—not at all well (an F), not very well (a D), somewhat well (a C), very well (a B), or extremely well (an A)?

	1	2	3	4	5
Q911	Not At All Well (F)	Not Very Well (D)	Somewhat Well (C)	Very Well (B)	Extremely Well (A)

[RANDOMIZE]

1 To go to college
2 To get good jobs
3 To know how to learn
4 To be good citizens
5 To get along with others

BASE: NON-QUALIFIED RESPONDENTS

Q920 How much do you agree or disagree with the following statements about <u>teachers</u>?

	1	2	3	4
Q921	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

[RANDOMIZE]

1 They know a lot about the surrounding community or neighborhood.
2 They respect all their students.
3 They are interested in what's best for all the students.
4 They think about students as individuals, and not as part of some group.

[PROGRAMMER NOTE: DISPLAY Q103-106 ON ONE PAGE.]

BASE: ALL RESPONDENTS
Q103 The next few questions ask for your demographic information.

[PROGRAMMER NOTE: PLACE THE FOLLOWING IN A BOX AS INDICATED; UNDO STANDARD BOLD FONT AND DISPLAY IN NORMAL TYPE.]

Are you wondering <I>**why**</I> we ask demographic and "webographic" questions? We do so to properly generalize survey results to the greater population—your answers help us to ensure that we have sufficient diversity among our respondents. As you may already know we <u>never</u> disclose the identity of any one individual—your answers will <u>always</u> be kept strictly confidential. If you have questions or concerns about the questions we ask, please feel free to share them with us at the end of the survey.

Are you...?

1	Male	**45**
2	Female	**55**

BASE: ALL RESPONDENTS
Q106 What is your year of birth? <I>*Please enter as a four-digit number, e.g., 1963.*</I>

[RANGE: 1901-1993]

I__I__I__I__I	**Mean**	**46**
	Median	**48**

[PROGRAMMER NOTE: DISPLAY Q112 AND Q113 ON ONE PAGE.]

BASE: ALL RESPONDENTS
Q112 What type of Internet connection do you have for your home computer or other primary computer?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

01	14.4k modem
02	28.8k modem
03	33.6k modem
04	56k modem
06	Cable modem
07	T1 or T3 line
08	ISDN line
09	ADSL/DSL
96	Other
98	Not sure

BASE: ALL RESPONDENTS

Q113 Excluding email, how many hours a week do you spend on the Internet or World Wide Web?

[RANGE: 0-168]

|_|_|_|

Mean	**9**
Median	**6**

[PROGRAMMER NOTE: IF U.S. RESPONDENT (Q109/244) ASK Q160. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q166.]

BASE: U.S. RESPONDENTS (Q109/244)

Q160 In what state or territory do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: U.S. RESPONDENTS (Q109/244)

Q163 What is your zip code? <I>Please enter only the first five digits.</I>

[PROGRAMMER NOTE: ALLOW ONLY % DIGIT, NUMERIC CODE.]

|_|_|_|_|_|

[PROGRAMMER NOTE: IF CANADIAN RESPONDENT (Q109/42), ASK Q166. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q170.]

[PROGRAMMER NOTE: DISPLAY Q166 AND Q169 ON ONE PAGE.]

BASE: CANADIAN RESPONDENTS (Q109/42)

Q166 In what province or territory do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: CANADIAN RESPONDENTS (Q109/42)

Q169 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE.]

|_|_|_|_|_|_|_|_|_|_|

[PROGRAMMER NOTE: IF NON-U.S., NON-CANADIAN RESPONDENT (Q109/NOT 244, NOT 42), ASK Q170. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q175.]

BASE: NON-U.S./NON-CANADIAN RESPONDENTS (Q109/NOT 244, NOT 42)

Q170 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE.]

|_|_|_|_|_|_|_|_|_|_|

[PROGRAMMER NOTE: DISPLAY Q175 AND Q178 ON THE SAME PAGE]

BASE: U.S. RESPONDENTS (Q109/244)

Q175 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

1	Yes, of Hispanic origin	4
2	No, not of Hispanic origin	94
9	Decline to answer	3

BASE: U.S. RESPONDENTS (Q109/244)

Q178 Do you consider yourself…?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

01	White	88	JUMP TO SWEEPSTAKES SECTION
02	Black	2	JUMP TO SWEEPSTAKES SECTION
03	African American	3	JUMP TO SWEEPSTAKES SECTION
04	Asian or Pacific Islander	1	JUMP TO SWEEPSTAKES SECTION
05	Native American or Alaskan native	1	JUMP TO SWEEPSTAKES SECTION
06	Mixed racial background	2	JUMP TO SWEEPSTAKES SECTION
96	Other race [SPECIFY AT Q179]	2	ASK Q179
99	Decline to answer	3	JUMP TO SWEEPSTAKES SECTION

BASE: U.S. RESPONDENT (Q109/244) AND OTHER RACE (Q178/96)

Q179 Please specify what race you consider yourself.

[TEXT BOX]

BASE: U.S. (Q109/244) AND MIXED RACIAL BACKGROUND RESPONDENTS (Q178/06)

Q180 You indicated that you consider yourself of a mixed racial background. With which of the following racial groups do you most closely identify? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

01	White	62
02	Black	2
03	African American	3
04	Asian or Pacific Islander	15
05	Native American or Alaskan Native	34
96	Other race	24
99	Decline to answer E	6

[PROGRAMMER NOTE: INSERT HISTAKES QUESTIONS.]

[PROGRAMMER NOTE: INSERT SURVEY EVALUATION QUESTIONS.]

BASE: ALL RESPONDENTS

Q60 Status of Respondent (Does not appear on screen)

[PROGRAMMER NOTE: VALID YEAR RANGE IS 1911 TO 1983 (Q106/1911-1983). ONLY SURVEYS WITH RESPONSES IN THE VALID RANGE ARE CONSIDERED QUALIFIED OR PARTIALLY QUALIFIED.]

[PROGRAMMER NOTE: VALID COUNTRY IS U.S. (Q109/244)
RESPONDENTS FROM THIS COUNTRY ARE CONSIDERED QUALIFIED.]

[PROGRAMMER NOTE: VALID TEACHING STATUS IS TEACHER (Q200/1). ONLY THESE RESPONDENTS ARE CONSIDERED QUALIFIED.]

[PROGRAMMER NOTE: VALID TEACHING LEVEL IS TEACHES 7-12 (Q222/8-13). ONLY THESE RESPONDENTS ARE CONSIDERED FULLY QUALIFIED.]

[PROGRAMMER NOTE: VALID TEACHING LOCATION IS PUBLIC SCHOOL (Q210/1). ONLY THESE RESPONDENTS ARE CONSIDERED FULLY QUALIFIED.]

[PROGRAMMER NOTE: VALID TEACHING STATUS IS AT LEAST PART-TIME IN CLASSROOM (Q220/1). ONLY THESE RESPONDENTS ARE CONSIDERED FULLY QUALIFIED.]

1 QUALIFIED RESPONDENTS, QUOTA NOT MET (Q77/2)
2 QUALIFIED, OVER QUOTA
6 NOT QUALIFIED (Q77/1)

BASE: QUALIFIED AND PARTIALLY QUALIFIED RESPONDENTS (Q60/1)

Q70 INCREMENT QUOTA (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: INCREMENT QUOTA BASED ON DATA AT Q240.]

[PROGRAMMER NOTE: INSERT HIPOINTS TRANSACTIONS HERE REFERENCING POINTS VALUE FROM Q77.]

[PROGRAMMER NOTE: INSERT THANK YOU PAGES WITH:]

1 Hipoints link
2 Histakes link

HARRIS INTERACTIVE
135 Corporate Woods
Rochester, NY 14623

Project Manager:
email:
Phone:

J15975StudentDSQ

June 3, 2002

J:\15xxx\159xx\15975 American Teacher 2002\Edit Master\J15975StudentDSQ.doc

MetLife – Survey of the American Teacher 2002

Title For Initial Survey Page: Student Life

Field Period: 4/11/02 to 4/25/02

SUBJECTS FOR QUESTIONNAIRE

Section 000:	Preloaded Sample Variables
Section 200:	Background Information
Section 300:	School Life
Section 400:	Health
Section 500:	Communication & Support
Section 900:	Soft Exits
Section 100:	Sweepstakes

Proprietary Questions Not To Be Released: None

Harris Interactive-approved Results Items: Q330, Q410, Q425, Q430, Q545/1,3/Section 900

Harris Interactive-approved Soft Exit Items: Section 900

Place Time Stamps: Beginning of survey, end of survey

Estimated Survey Duration: 17 minutes

Template: HI

TTT Code (Q23): 139999

Survey Description: Factors in School Success

[PROGRAMMER NOTE: PLEASE ENSURE THAT ALL MISSING DATA IS REPRESENTED IN SPSS DATA SET AS OUT OF RANGE NEGATIVE NUMBERS]

BASE: ALL RESPONDENTS

Q106 Year of Birth (Does not appear on screen)

[PROGRAMMER NOTE: YEAR OF BIRTH = 2001 – Q210 RESPONSE.]

[RANGE: 1902-1993]

|__|__|__|__|

[PROGRAMMER NOTE: DISABLE BACK BUTTON.]

[PROGRAMMER NOTE: IF RESPONDENT IS 8-20, ASK Q215. OTHERS JUMP TO Q109.]

[PROGRAMMER NOTE: DISPLAY Q215 & Q220 ON ONE PAGE.]

BASE: RESPONDENTS 8-20 YEARS OLD (Q210/8-20)

Q215 Are you a boy or a girl?

1	Boy	51
2	Girl	49

BASE: RESPONDENTS 8-20 YEARS OLD (Q210/8-20)

Q220 What grade are you in?

01	6th Grade or less	-
02	7th Grade	16
03	8th Grade	17
04	9th Grade	19
05	10th Grade	17
06	11th Grade	16
07	12th Grade	14
97	None of these	-

[PROGRAMMER NOTE: IF RESPONDENT IN GRADES 7TH TO 12TH (Q220/02-07), ASK Q123. OTHERS JUMP TO Q109.]

BASE: GRADES 7 - 12 (Q220/02-07)

Q123 Is the school you go to a public school or a private school or a parochial school?

[SINGLE RESPONSE]

1	Public	100
2	Private or parochial	-
3	I am home schooled	-

[PROGRAMMER NOTE: IF RESPONDENT ATTENDS PUBLIC OR PRIVATE SCHOOL (Q123/1-2), ASK Q232. ALL OTHERS JUMP TO Q109.]

SECTION 000: PRELOADED SAMPLE VARIABLES

BASE: ALL RESPONDENTS
Q8 Group Indicator

1	HPOL SAMPLE, 13-20 YEAR OLDS	**91**
2	TEENS (13-17) RECRUITED THROUGH HPOL PARENT	**9**

SECTION 200: BACKGROUND INFORMATION

BASE: ALL RESPONDENTS
Q190 Survey type (DOES NOT APPEAR ON SCREEN)

1	Internet	**62**
2	CADE	**38**

[PROGRAMMER NOTE: PLEASE DISPLAY Q209 AND Q210 ON THE SAME PAGE.]

BASE: ALL RESPONDENTS
Q209 <I>The status bar at top right indicates approximately
what portion of the survey you have completed.</I>

Please be aware that after you have entered a response and have chosen to move forward to the next question, you may not be able to return to the previous page of the survey. <I>*Please review your responses carefully before proceeding.*</I>

Thanks for taking part in our survey.

BASE: ALL RESPONDENTS
Q210 First we'd like to ask, how old are you?

[RANGE: 8 – 99]

___ years old	**Mean**	**15**
	Median	**15**

BEST COPY AVAILABLE

BASE: PUBLIC OR PRIVATE (Q123/1 or 2)
Q232 Is your school…?

1	In an urban or city area	**31**
2	In a suburban area next to a city	**40**
3	In a small town or rural area	**30**

BASE: ALL RESPONDENTS
Q109 In what country or region do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

[PROGRAMMER NOTE: IF U.S. RESPONDENT (Q109/244), ASK Q160. ALL OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q166.]

[PROGRAMMER NOTE: DISPLAY Q160 AND Q163 ON ONE PAGE.]

BASE: U.S. RESPONDENTS (Q109/244)
Q160 In what state or territory do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: U.S. RESPONDENTS (Q109/244)
Q163 What is your zip code? <I>*Please enter only the first five digits.*</I>

[PROGRAMMER NOTE: ALLOW ONLY 5 DIGIT, NUMERIC CODE.]

|__|__|__|__|__|

BASE: U.S. RESPONDENTS (Q109/244)
Q164 U.S. Region-Harris Interactive Definition (Does not appear on screen)

[PROGRAMMER NOTE: COMPUTE THE U.S. REGION FOR THE STATES USING THE HARRIS INTERACTIVE DEFINITION.]

1	East
2	Midwest
3	South
4	West
5	Non-U.S. State

[PROGRAMMER NOTE: IF CANADIAN RESPONDENT (Q109/42), ASK Q166. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q108.]

BASE: CANADIAN RESPONDENTS (Q109/42)
Q166 In what province or territory do you currently reside?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

53 Alberta
54 British Columbia
55 Manitoba
56 New Brunswick
57 Newfoundland
76 Northwest Territories
58 Nova Scotia
77 Nunavut
60 Ontario
61 Prince Edward Island
62 Quebec
63 Saskatchewan
75 Yukon Territory

BASE: CANADIAN RESPONDENTS (Q109/42)
Q169 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE.]

|_|_|_|_|_|_|_|_|_|_|

[PROGRAMMER NOTE: IF NON-U.S., NON-CANADIAN RESPONDENT (Q109/NOT 244, NOT 42), ASK Q170. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q108.]

BASE: NON-U.S./NON-CANADIAN RESPONDENTS (Q109/NOT 244, NOT 42)
Q170 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE.]

|_|_|_|_|_|_|_|_|_|_|

[PROGRAMMER NOTE: IF U.S. RESPONDENT 13-20 YEARS OLD AND GRADES 7 - 12 AND PUBLIC SCHOOLS (Q109/244 AND Q210/13-20 AND Q220/2-7 AND Q123/1) ASK Q108. ELSE JUMP TO Q77.]

[PROGRAMMER NOTE: INCORPORATE HARD QUOTAS BASED ON Q108]

BASE: U.S. AND 13-20 YEAR OLDS AND PUBLIC SCHOOL AND GRADES 7-12 (Q109/244 AND Q210/13-20 AND Q123/1 AND Q220/2-7)
Q108 GRADE BY GENDER (Does not appear on screen)]
[PROGRAMMER NOTE: COMPUTE Q108 BASED ON Q109, Q210, Q220]

01	U.S. GRADE 7-8 MALE	[QUOTA=250]
02	U.S. GRADE 7-8 FEMALE	[QUOTA=250]
03	U.S. GRADE 9-10 MALE	[QUOTA=250]
04	U.S. GRADE 9-10 FEMALE	[QUOTA=250]
05	U.S. GRADE 11-12 MALE	[QUOTA=250]
06	U.S. GRADE 11-12 FEMALE	[QUOTA=250]

BASE: U.S. AND 13-20 YEAR OLDS AND PUBLIC SCHOOL AND GRADES 7-12 (Q109/244 AND Q210/13-20 AND Q123/1 AND Q220/2-7)

Q111 Quota check question (Does not appear on screen)

[PROGRAMMER NOTE: CHECK QUOTA AT Q108]

1 Quota cell met
2 Quota cell not met
3 Quota cell not found

BASE: HPOL RESPONDENTS AGED 13+ (Q8/1 AND 210/13-99)

Q77 HIPOINTS VALUE (DOES NOT APPEAR ON SCREEN)

[GET 77/2 IF U.S. (Q109/244) AND QUOTA NOT MET OR ERROR CODE RETURNED (Q111/2,3)]
[GET Q77/1 FOR ALL OTHER HPOL PRELOADED RESPONDENTS (Q8/1)]

1 30
2 100

[PROGRAMMER NOTE: IF RECRUITED (Q8/2) AND QUOTA NOT MET OR ERROR RETURNED (Q111/2,3), JUMP TO Q240. IF RECRUITED (Q8/2) AND QUOTA CELL MET (Q111/1) JUMP TO SECTION 900 – SOFT EXITS.]

[PROGRAMMER NOTE: RE-ENABLE BACK BUTTON. IF Q77/1 JUMP TO SECTION 900 –SOFT EXITS.]

[PROGRAMMER NOTE: QUALIFIED RESPONDENT IS U.S. AND GRADES 7-12 AND PUBLIC SCHOOL AND 13-20 (Q109/244 AND Q220/2-7 AND Q123/1 AND Q210/13-20)]

BASE: ALL RESPONDENTS

Q238 DOES NOT APPEAR ON SCREEN

1 QUALIFIED (U.S. RESPONDENT (Q109/244) AND GRADES 7-12 (Q220/2-7) AND PUBLIC SCHOOL (Q123/1) AND QUOTA NOT MET (Q111/2,3))
2 NON-QUALIFIED

[PROGRAMMER NOTE: IF QUALIFIED RESPONDENT ASK Q225. ALL OTHERS JUMP TO Q905.]

BASE: ALL QUALIFIED RESPONDENTS
Q225 Who are the adults that you live with <u>most</u> of the time?

1	Your mother and your father	61
2	Your mother and your stepfather	11
3	Your father and your stepmother	2
4	Your mother only	3
5	Your father only	3
6	One of your parents and his or her companion	16
7	Your grandparents, aunts, uncles, or other relatives	2
8	Some other adults (for example, guardians, foster parents, a group home)	1

[PROGRAMMER NOTE: DISPLAY Q175 AND Q178 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS
Q175 Are you of Hispanic origin, such as Latin American, Mexican, Puerto Rican, or Cuban?

1	Yes, of Hispanic origin	14
2	No, not of Hispanic origin	81
3	Decline to answer	5

BASE: ALL QUALIFIED RESPONDENTS
Q178 Do you consider yourself...?

01	White	70
02	Black	8
03	African-American	4
04	Asian or Pacific Islander	4
05	Native American or Alaskan Native	1
06	Mixed racial background	4
96	Other race [SPECIFY AT Q179]	7
99	Decline to answer	3

[PROGRAMMER NOTE: IF OTHER RACE (Q178/96) THEN ASK Q179. OTHERWISE JUMP TO Q245.]

BASE: ANSWERED OTHER (Q178/96)
Q179 Please specify what race you consider yourself.

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS
Q245 What grades do you usually get?

01	Mostly A's	21
02	Mostly A's and B's	39
03	Mostly B's	9
04	Mostly B's and C's	18
05	Mostly C's	5
06	Mostly C's and D's	5
07	Mostly D's	*
08	Mostly D's and F's	2
09	My school does not use grades.	*

[PROGRAMMER NOTE: DISPLAY Q250 AND Q255 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS
Q250 How much education has your <u>mother</u> completed?

1	Some high school	8
2	Finished high school	24
3	Some college or special school after high school	24
4	Finished college	28
5	School beyond college (like doctor, lawyer, professor, social worker, scientist)	7
8	Not sure	10

BASE: ALL QUALIFIED RESPONDENTS
Q255 How much education has your <u>father</u> completed?

1	Some high school	6
2	Finished high school	25
3	Some college or special school after high school	19
4	Finished college	24
5	School beyond college (like doctor, lawyer, professor, social worker, scientist)	10
8	Not sure	16

[PROGRAMMER NOTE: DISPLAY Q260 AND Q265 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS
Q260 Which one of the following statements <u>best</u> describes your family situation?

1	My family has a hard time buying the things we need.	9
2	My family has just enough money for the things we need.	23
3	My family has no problem buying the things we need, and sometimes we can also buy special things.	56
4	My family has enough money to buy pretty much anything we want.	12

BASE: ALL QUALIFIED RESPONDENTS
Q265 What language is spoken most often in your home?

1	English	91
2	Spanish	5
6	Another language	1
9	Decline to answer	1

[PROGRAMMER NOTE: IF ANOTHER LANGUAGE SPOKEN AT HOME (Q265/6), THEN ASK Q267. ALL OTHERS JUMP TO Q113.]

BASE: ANOTHER LANGUAGE SPOKEN (Q265/6)
Q267 What other language is spoken most often in your home?

[TEXT BOX]

[PROGRAMMER NOTE: DISPLAY Q112 AND Q113 ON THE SAME PAGE.]

BASE: ALL QUALIFIED RESPONDENTS

Q112 What type of Internet connection do you have for your home computer or other primary computer?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

01	14.4k modem	*
02	28.8k modem	2
03	33.6k modem	2
04	56k modem	41
06	Cable modem	21
07	T1 or T3 line	1
08	ISDN line	*
09	ADSL/DSL	11
96	Other	1
98	Not sure	21

BASE: ALL QUALIFIED RESPONDENTS

Q113 Excluding email, how many hours a week do you spend on the Internet or World Wide Web?

/__/__/__/ [Range: 0-168]

Internet	**Mean**	14
	Median	9
Paper	**Mean**	7
	Median	3

SECTION 300: SCHOOL LIFE

BASE: ALL QUALIFIED RESPONDENTS

Q310 How well do you think your school is preparing you in the following—Not at all well (an F), not very well (a D), somewhat well (a C), very well (a B), or extremely well (an A)?

Q311

		1 Not At All Well (F)	2 Not Very Well (D)	3 Somewhat Well (C)	4 Very Well (B)	5 Extremely Well (A)
1	To go to college	3	11	36	35	15
2	To get a good job	5	16	34	30	15
3	To know how to learn	3	11	28	36	22
4	To be a good citizen	7	17	30	29	17
5	To get along with others	7	15	30	29	19

BASE: ALL QUALIFIED RESPONDENTS

Q315 What are the <u>two</u> most important ways that <u>you</u> know if you are learning a lot in school? <I>*Please check two responses only.*</I>

[MULTIPLE RESPONSE, UP TO 2 ANSWERS]

1	The grades you get	61
2	Feeling that you've learned	53
3	Doing better than other students in your class	15
4	A teacher telling you you're doing well	25
5	Your parents are proud	20
6	Something else	2
7	You never know if you are learning a lot in school.	3
	Being able to apply knowledge toward situations outside of school	4

[PROGRAMMER NOTE: IF SOMETHING ELSE (Q315/6) THEN ASK Q317. ALL OTHERS JUMP TO Q320.]

BASE: SOMETHING ELSE IS IMPORTANT WAY (Q315/6)

Q317 How else do you know if you are learning a lot in school?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q320 In your community or school, which of the following activities do people your age have opportunities to participate in, before or after school or on weekends? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

01	Art programs	47
02	Dance or music programs	67
03	Drama programs	57
04	Schoolwork or homework programs	55
05	Sports activities	89
06	Youth center programs	1
96	Other clubs or groups or programs	4
97	None – people my age do not have opportunities to participate in activities.	•
	Civic	4
	Academic	3
	Religious	2
	Many clubs	1
	Language	1
	Chess club	1

[PROGRAMMER NOTE: IF OTHER CLUBS, GROUPS OR PROGRAMS (Q320/96), ASK Q322. ALL OTHERS JUMP TO Q325.]

BASE: OTHER CLUBS, GROUPS OR PROGRAMS (Q320/96)

Q322 What other clubs or groups or programs do people your age have opportunities to participate in?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q325 Which of the following activities do <u>you</u> participate in, before or after school or on weekends? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

01	Art programs	7
02	Dance or music programs	25
03	Drama programs	11
04	Schoolwork or homework programs	14
05	Sports activities	50
06	Youth center programs	2
96	Other clubs or groups or programs	5
97	None – I do not participate in any activities.	1
	Academic	4
	Civic	4
	Religious	2
	Language	1
	Chess club	•
	Work/work camp	1
	4-H	1

[PROGRAMMER NOTE: IF OTHER CLUBS, GROUPS OR PROGRAMS (Q325/96), ASK Q327. ALL OTHERS JUMP TO Q330.]

BASE: OTHER CLUBS, GROUPS OR PROGRAMS (Q325/96)
Q327 What other clubs or groups or programs do you participate in?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS
Q330 How often do you do the following?

Q331	1 A Few Times A Year	2 Once A A Month	3 A Few Times A Month	4 A Few Times A Week	5 Every Day	6 Never
1 Read for fun (not for a school assignment)	**23**	**9**	**17**	**20**	**17**	**13**
2 Visit a library	**39**	**17**	**22**	**8**	**3**	**11**

BASE: ALL QUALIFIED RESPONDENTS
Q335 On a typical school day, how much time do you spend doing the following? <I>*Your best estimate is fine.*</I>

<Font color="Blue">For example:
(1) If you spend 15 minutes on an activity, enter: 0 hours, 15 minutes.
(2) If you spend 2 hours on an activity, enter: 2 hours, 0 minutes.
(3) If you spend 3 ? hours on an activity, enter: 3 hours, 30 minutes.
(4) If you don't spend any time on an activity, enter: 0 hours, 0 minutes.
</Font>

	Q337 [RANGE: 0-59] I_I_I Minutes Mean	Median
1 Being in school	**418**	**420**
2 Doing work for pay	**79**	-
3 Doing homework or studying	**103**	**90**
4 Hanging out with friends	**171**	**120**
5 Participating in activities (such as clubs, sports, music, art or other groups or programs)	**104**	**90**
6 Being in your home when your parents or other adults are <u>not</u> there	**132**	**90**

BASE: ALL QUALIFIED RESPONDENTS
Q340 What would you do if you had an extra 3 hours in the day?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS
Q345 Do you wish you had more time for the following?

Q346		1 No	2 Yes
1	School work, including studying or homework	59	41
2	Reading for fun	63	37
3	Being with your friends	7	93
4	Being with your parents	45	54
5	Doing what you want to do	3	97

BASE: ALL QUALIFIED RESPONDENTS
Q350 Overall, does the time you spend doing the following activities help you or get in the way of doing well in school?

Q351	1 Gets In The Way Of Doing Well	2 Helps With Doing Well	3 Neither	4 I Don't Do This Activity
1 Hanging out with friends	13	30	53	5
2 Doing work for pay	10	14	30	45
3 Participating in activities (such as clubs, sports, music, art or other groups or programs)	12	40	30	18
4 Helping out in your community	6	26	27	40
5 Watching TV, videos, playing video or computer games, etc.	40	14	43	3

BASE: ALL QUALIFIED RESPONDENTS
Q355 Do you have a quiet place to do your homework?

1	No	21
2	Yes	79

BASE: ALL QUALIFIED RESPONDENTS
Q360 How much do you agree or disagree with the following statements?

Q361	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
1 Most of my school work is "busywork".	7	19	51	23
2 I get to be creative and use my abilities at school.	16	28	42	14
3 I don't read as well as I need to do my schoolwork.	56	20	17	6

BASE: ALL QUALIFIED RESPONDENTS
Q370 During the past two years, have you ever skipped a class or school because…?

Q371		1 No	2 Yes
1	You did not feel ready to take a test	76	24
2	You did not complete an assignment	70	30
3	You were being bullied or harassed by other students	90	10
4	You were not getting along with a teacher	84	15
5	You did not feel safe at school	92	8
6	You did not feel safe traveling to and from school	96	4
7	School was boring	63	37
8	You had family responsibilities	67	32
9	You didn't want your teachers to call on you in class	94	6

BASE: ALL QUALIFIED RESPONDENTS
Q375 How often do your teachers speak with you <u>one-on-one</u> about…?

Q376		1 Never	2 A Few Times A Year	3 Once A Month	4 A Few Times A Month	5 Once A Week or More
1	How you are doing well in school	30	32	15	15	9
2	How you are <u>not</u> doing well in school	55	22	7	8	8
3	Your plans for college or work after high school	48	28	10	9	5
4	Interrupting or not behaving well in class	58	20	8	7	7
5	Your interests and things that are important to you	49	23	9	11	7

BASE: ALL QUALIFIED RESPONDENTS
Q380 How much do you agree or disagree with the following statements about the <u>teachers in your school</u>?

Q381		1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
1	They know a lot about my community or neighborhood.	26	25	40	9
2	They respect all their students.	20	27	35	18
3	They are interested in what's best for the students.	11	20	45	24
4	They listen to what I say.	15	23	44	18
5	They think about students as individuals, and not as part of some group.	17	24	39	20

BASE: ALL QUALIFIED RESPONDENTS
Q385 Please think of the best teacher you have ever had. What are the qualities that made him or her a good teacher?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q387 Have you ever thought about dropping out of school?

1	No	80
2	Yes	20

[PROGRAMMER NOTE: IF THOUGHT OF DROPPING OUT (Q387/2) THEN ASK Q390. ALL OTHERS JUMP TO Q410.]

BASE: THOUGHT OF DROPPING OUT (Q387/2)

Q390 Why have you thought about dropping out of school? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

01	I wasn't doing well in school.	-
02	I wasn't learning anything.	42
03	I did not feel safe at school.	11
04	I did not feel safe traveling to and from school.	-
05	Other students were bullying or harassing me.	-
06	School was boring.	76
07	I needed to work for money.	25
08	I had family responsibilities.	-
09	I didn't have any friends at school.	21
96	Something else	13
	Teachers/principal/school staff	8
	Stress/depression/health	4
	Don't like/hate school	4
	Problems with other students at school	3

[PROGRAMMER NOTE: IF SOMETHING ELSE (Q390/96) THEN ASK Q392. ALL OTHERS JUMP TO Q395.]

BASE: SOMETHING ELSE (Q390/96)

Q392 Why else have you thought about dropping out of school?

[TEXT BOX]

BASE: HAVE THOUGHT OF DROPPING OUT (Q387/2)

Q395 Have you ever talked to a teacher about dropping out of school or things you can do to stay in school?

1	No	82
2	Yes	18

SECTION 400: HEALTH

BASE: ALL QUALIFIED RESPONDENTS

Q410 During a typical week, how often do you do things that require a lot of physical activity and exercise, like playing sports, jogging, swimming, dancing or other things?

1	Never	8
2	1 day a week	10
3	2 days a week	10
4	3 days a week	18
5	4 to 5 days a week	28
6	6 to 7 days a week	26

BASE: ALL QUALIFIED RESPONDENTS

Q415 How often do you experience the following?

Q416	1 Never	2 Rarely	3 Sometimes	4 Often	5 Very Often
1 I have trouble falling asleep at night.	11	24	35	17	13
2 I have difficulty waking up in the morning.	5	12	26	28	30
3 I fall asleep during class.	34	30	23	8	5
4 I feel tired during class.	3	12	32	29	24
5 I daydream in class.	10	16	32	23	19
6 I get too hungry to be able to pay attention in class.	27	34	23	8	8

[PROGRAMMER NOTE: DISPLAY Q420 AND Q425 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS

Q420 On a typical school night (Sunday – Thursday), how many hours do you sleep? <I>*Your best estimate is fine.*</I>

[RANGE: 0-24]

|_|_|

Mean	7
Median	7

BASE: ALL QUALIFIED RESPONDENTS

Q425 In general, do you think you get enough sleep?

1	No	64
2	Yes	36

[PROGRAMMER NOTE: DISPLAY Q430 AND Q435 ON ONE PAGE.]

BASE: ALL QUALIFIED RESPONDENTS

Q430 During a typical week, how many days do you eat breakfast?

1	Never	19
2	1 day a week	11
3	2 days a week	9
4	3 days a week	11
5	4 to 5 days a week	16
6	6 to 7 days a week	34

BASE: ALL QUALIFIED RESPONDENTS

Q435 Do you think your lunch period is scheduled too early, too late or at just the right time?

1	Too early	13
2	Too late	21
3	Right time	65

BASE: ALL QUALIFIED RESPONDENTS
Q510 During a typical week, how often do you do the following?

Q511	1 Never	2 1-2 Days	3 3-4 Days	4 5-6 Days	5 Every Day
1 Bring friends to your home when your parents are there	35	41	15	4	4
2 Eat a meal with your parents	9	17	19	21	34

BASE: ALL QUALIFIED RESPONDENTS
Q515 Do your parents know the following?

Q516	1 No	2 Yes	8 Not Sure
1 Who most of your friends are	16	75	9
2 Who your favorite teachers are	35	48	17
3 Whether or not you are doing well in school	7	88	5
4 What you worry about	50	30	20
5 What is important to you	29	51	21

BASE: ALL QUALIFIED RESPONDENTS
Q520 <u>At school</u>, how many adults are there (for example, teachers, principal, counselors, coaches) who you feel you could go to if you had a problem? <I>*Your best estimate is fine. If there are not adults at school you could go to, enter 0.*</I>

[RANGE 0 - 98]
I_I_I

Mean	4
Median	3

BASE: ALL QUALIFIED RESPONDENTS
Q525 How much do you agree or disagree with the following about the adults you know?

Q526	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
1 They don't have respect for people my age.	20	36	32	12
2 They really listen to what people my age have to say.	11	32	45	12
3 They don't understand the pressures that people my age are under.	11	24	40	24
4 They know about the responsibilities that people my age have.	11	33	41	14

BASE: ALL QUALIFIED RESPONDENTS
Q530 How many of your close friends...? <I>*Your best estimate is fine. If none of your friends, enter 0.*</I>

Q531 [RANGE: 0-98]

		Mean	Median	
1	Like school	___	4	2
2	Think that doing well in school is not "cool"	___	2	-

BASE: ALL QUALIFIED RESPONDENTS
Q535 How much do you worry about the following...?

Q536		1 Not At All	2 Not Very Much	3 Somewhat	4 A Great Deal
1	Doing well in school	5	12	37	47
2	Being liked by other people your age	10	24	38	28
3	Your appearance or looking good	6	16	44	34
4	Being safe at school	23	30	25	22
5	Being safe traveling to and from school	33	27	24	16

BASE: ALL QUALIFIED RESPONDENTS
Q540 During the past three months, how often have you experienced the following?

Q541		1 Never	2 Rarely	3 Sometimes	4 Very Often	5 Often
1	Feeling that you have too much to do	4	10	31	30	25
2	Worries about having enough money	18	20	23	20	18
3	Problems with your family	20	31	27	12	9
4	Problems with other people your age	12	33	33	13	8
5	Feeling nervous and stressed	9	15	30	23	23
6	Difficulty paying attention in class	13	28	32	16	12
7	Feeling bored	6	11	28	30	24
8	Feeling lonely	24	27	20	14	15

BASE: ALL QUALIFIED RESPONDENTS
Q545 How would you describe...?

Q546 Not At All		1 Not Very Happy	2 Somewhat Happy	3 Very Happy	4 Extremely Happy	5 Happy
1	Your home and family life	3	7	35	43	12
2	Your school life	5	12	50	27	6
3	Life in your neighborhood	7	9	47	28	9

BASE: ALL QUALIFIED RESPONDENTS
Q550 How successful are you...?

Q551 Not At All	1 Not Very Successful	2 Somewhat Successful	3 Very Successful	4 Extremely Successful	5 Successful
1 As a person	**1**	**4**	**32**	**43**	**20**
2 In school	**2**	**9**	**36**	**35**	**17**

BASE: ALL QUALIFIED RESPONDENTS
Q555 What do you think is the most important thing your <u>teachers or school</u> can do to help you be successful in school?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS
Q560 What do you think is the most important thing that your <u>parents</u> can do to help you be successful in school?

[TEXT BOX]

[PROGRAMMER NOTE: ALL QUALIFIED RESPONDENTS JUMP TO INSTRUCTIONS BEFORE Q69.]

SECTION 900: SOFT EXITS

BASE: NOT QUALIFIED RESPONDENTS
Q905 How often do you do the following?

Q906	1	2	3	4	5	6
		A Few		A Few	A Few	
		Times	Once A	Times	Times	Every
	Never	A Year	A Month	A Month	A Week	Day

1 Read for fun (not for a school or work assignment)
2 Visit a library

BASE: NOT QUALIFIED RESPONDENTS
Q910 During a typical week, how often do you do things that require a lot of physical activity and exercise, like playing sports, jogging, swimming, dancing or other things?

1 Never
2 1 day a week
3 2 days a week
4 3 days a week
5 4 to 5 days a week
6 6 to 7 days a week

BASE: NOT QUALIFIED RESPONDENTS
Q915 In general, do you think you get enough sleep?

1 No
2 Yes

BASE: NOT QUALIFIED RESPONDENTS
Q920 During a typical week, how many days do you eat breakfast?

1 Never
2 1 day a week
3 2 days a week
4 3 days a week
5 4 to 5 days a week
6 6 to 7 days a week

BASE: NOT QUALIFIED RESPONDENTS
Q930 How would you describe...?

Q931	1	2	3	4	5
	Not At All	Not Very	Somewhat	Very	Extremely
	Happy	Happy	Happy	Happy	Happy

1 Your home and family life
2 Life in your neighborhood

SECTION 100: SWEEPSTAKES

BASE: RESPONDENT NOT 8 – 20 (Q210 NOT 8-20)
Q103 Are you...?

1	Male	**51**
2	Female	**49**

[PROGRAMMER NOTE: DISPLAY Q112 AND Q113 ON THE SAME PAGE.]

BASE: NON-QUALIFIED RESPONDENTS
Q950 What type of Internet connection do you have for your home computer or other primary computer?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

01	14.4k modem
02	28.8k modem
03	33.6k modem
04	56k modem
06	Cable modem
07	T1 or T3 line
08	ISDN line
09	ADSL/DSL
96	Other
98	Not sure

BASE: NON-QUALIFIED RESPONDENTS
Q951 Excluding email, how many hours a week do you spend on the Internet or World Wide Web?

/__/__/__/ [Range: 0-168]

[PROGRAMMER NOTE: IF Q8/1 AND Q210/13-99, INSERT HISTAKES QUESTIONS (q104 sole email user, q105 want to be entered, q185 first/last name.]

[PROGRAMMER NOTE: IF U.K., U.S., OR CANADIAN RESPONDENTS OUTSIDE QUEBEC AND RECRUITED THROUGH HPOL PARENT (Q109/243, 266-268, 285, 244, 42 BUT Q166/NOT 62 AND Q8/2) THEN ASK Q69. ALL OTHERS JUMP TO PROGRAMMER NOTES BEFORE Q60.]

BASE: U.K., U.S., OR CANADIAN RESPONDENTS OUTSIDE QUEBEC AND RECRUITED THROUGH HPOL PARENT (Q109/243, 266-268, 285, 244, 42 BUT Q166/NOT 62 AND Q8/2)
Q69-70 To enter the sweepstakes, please provide the following information. If you are selected as the winner, we use this information to verify with your parent that you are the sweepstakes winner. <I>*If you do not wish to enter the sweepstakes, simply leave the space blank and then click on the forward button.*</I>

 First Name:

[TEXT BOX]

 Last Name:

[TEXT BOX]

[PROGRAMMER NOTE: IF U.S. OR U.K. RESPONDENT (Q109/243, 266-268, 285, 244), JUMP TO SURVEY EVALUATION ITEMS. IF CANADIAN RESPONDENT OUTSIDE QUEBEC (Q109/42 AND Q166/NOT 62) JUMP TO CANADIAN SKILL TEST.

PROGRAMMER NOTE: INSERT CANADIAN SKILL TEST.]

[PROGRAMMER NOTE: INSERT SURVEY EVALUATION ITEMS.]

BASE: ALL RESPONDENTS
Q60 STATUS OF RESPONDENT (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: VALID COUNTRY IS U.S. (Q109/244). ONLY RESPONDENTS FROM THIS COUNTRY ARE CONSIDERED TRUE COMPLETES.]

[PROGRAMMER NOTE: VALID GRADES ARE 7 – 12 (Q230/02-07). ONLY RESPONDENTS FROM THESE GRADES ARE CONSIDERED TRUE COMPLETES.]

[PROGRAMMER NOTE: VALID SCHOOL TYPE IS PUBLIC (Q123/1). ONLY RESPONDENTS FROM THIS SCHOOL TYPE ARE CONSIDERED TRUE COMPLETES.]

1 QUALIFIED RESPONDENTS, QUOTA NOT MET (Q111/2,3)
3 QUALIFIED RESPONDENTS, QUOTA MET (Q111/1)
6 NOT QUALIFIED

BASE: QUALIFIED RESPONDENTS (Q60/1)
Q955 INCREMENT QUOTA (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: INCREMENT QUOTA BASED ON DATA AT Q108.]

[PROGRAMMER NOTE: IF Q8/1 AND Q210/13-99, INSERT HIPOINTS TRANSACTIONS REFERENCING POINTS VALUE FROM Q77.]

[PROGRAMMER NOTE: IF Q8/1 AND Q210/13-99 INSERT THANK YOU PAGES WITH:
1 HIpoints link
2 HIstakes link

[PROGRAMMER NOTE: IF Q8/2, INSERT THANK YOU PAGES WITH:

2 HIstakes link

- **The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students** includes the views of students in grades 4-12, and focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession. (Executive summary available)
- **The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School** includes the views of parents of America's schoolchildren and reveals how parents and teachers are united in their commitment to educating America's youth. (Out of print)
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New York, NY 10010

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